

# THE SCHOOL REVIEW

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## Educational News and Editorial Comment

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### EDUCATORS MAKE BIOGRAPHY

**D**URING the last few years particularly, biography has emerged as a popular literary form and as a source of enjoyable and profitable reading for many persons. The sharp increase in output indicates that people are interested in the personal lives and achievements of their fellow-men and that biographies will be read if they are available, readable, and accessible. Readers of the *School Review* will be interested in the announcement that the biographies of three prominent educators have recently been published. These three books tell the life-stories of an eminent scholar in education, an outstanding school administrator, and a foremost educational statesman.

The first of these is a warm, personal, and yet objective biography of Leta Stetter Hollingworth, written by her husband, Harry L. Hollingworth, and published in 1943 by the University of Nebraska Press under the title *Leta Stetter Hollingworth: A Biogra-*

*phy*. Educational workers generally will derive pleasure and professional stimulation from reading the life-story of one of the most distinguished women in American education. Her scholarly contributions to the field of educational psychology, particularly with reference to exceptional children, and her almost passionate devotion to the welfare of deviate children will compel not only the reader's interest but his professional gratitude. It must have been a thrill which comes to very few when in 1938, thirty-two years after they had taken their Bachelor's degree, the University of Nebraska conferred upon both husband and wife the honorary degree of Doctor of Laws. There must have been, too, a touch of sentiment in being summoned by the University of their native state to receive from their Alma Mater this signal honor on the campus where as classmates they had agreed "to take up life's challenge together." A year later the death of Leta S. Hollingworth brought to a close the career

of a brilliant and productive scholar in education and psychology. Her many friends and those who did not know her are grateful to her husband for recording for all of us the rich and fruitful life of his distinguished wife.

The second biography is entitled *Frank Cody: A Realist in Education*. This account of the life and achievements of one of America's leading public-school administrators was prepared by the Detroit Public School Staff in tribute to a man whose activities in public education in Detroit for more than fifty years have left an indelible imprint. The biography of nearly six hundred pages, published by the Macmillan Company, skilfully combines the life-story of a dynamic school administrator and the growth of a great city school system. As the anonymous biographers state, "the schools and Cody have interacted so completely that the story of Cody has to be, in large part, the story of his product, and vice versa." In this case Emerson's phrase, "An institution is the lengthened shadow of one man," is aptly illustrated.

For more than fifty years Frank Cody served the public schools of the Detroit area, from teacher in a one-room rural school in Willow Run to the superintendency of schools for more than twenty years. He retired from the superintendency on July 1, 1942. The city which he had served so long and well accepted his retirement reluctantly, as is well illustrated by the following quotation from his biography.

A lengthy career—a very lengthy career—the half-century progress—was drawing regrettably to a close. Amid the roar of factory machinery grinding out at terrific speed matériel for the war whose focus was nowhere and whose scope was world-wide, a quiet and private drama was occurring behind the doors of the Board of Education offices in June of 1942. Yet many a private citizen had time, amid his war activity, to give a passing thought to the query: Who will be the next superintendent of schools? Who will determine the policies under which my child will be educated, now that Cody is gone?

Sometimes the question was a little more pointed: Is Cody really going? This question had a somewhat slender basis. Board of Education by-laws provide that every employee shall be retired at the age of seventy. In December of 1940, Cody had attained that senatorial age level, and his immediate action had been to write and forward to the board a letter of resignation, effective at the end of the current semester. But it so happened that Cody's three-year term of office had an additional year and a half to run; thus the board had had its choice between violating a by-law and violating a contract. It had chosen to violate the by-law—chosen to extract the last ounce of invaluable Cody service.

The thousands of teachers and other educational workers associated with Frank Cody during his long career and all others interested in American education will find in this book not only a stirring account of the life of a great superintendent of schools but a saga of American public education.

The third biography, also appearing in 1943, contains the life-story of Henry S. Pritchett. It was written by Abraham Flexner and was published by Columbia University Press under

the title *Henry S. Pritchett: A Biography*. The variety and flexibility of the brilliant career of this educational statesman is seen from a partial listing of his activities: astronomer at the Naval Observatory at Washington and the Morrison Observatory at Glasgow, professor of mathematics at Washington University in St. Louis, superintendent of the United States Coast and Geodetic Survey, president of the Massachusetts Institute of Technology, head of the Carnegie Foundation for the Advancement of Teaching, acting president of the Carnegie Corporation of New York, and valued counselor to three Presidents.

Pritchett's death in 1939 in his eighty-third year closed one of the great careers in American education. We are indebted to his good friend, Abraham Flexner, for this book of 211 pages in which he has told, with appropriate affection, unusual cogency, and literary artistry, the life-story of a distinguished scientist, educator, administrator, and statesman—the story of a man whose brilliant achievements in many fields and whose prolific writings have exerted far-reaching influence on almost every aspect of higher education.

#### RESOURCE UNITS FOR TEACHERS OF THE SOCIAL STUDIES

**A**MONG the mass of printed material which reaches the editor's desk each month, a series of pamphlets under the general caption "Problems in American Life" merit

special notice in these pages. At this writing announcement has been made of the publication of nine new units in the series:

No. 11, *War: The Causes, Effects, and Control of International Violence*

No. 12, *Making Our Government Efficient: Public Administration in the United States*

No. 13, *Population: Problems and Trends of Our Changing Population*

No. 14, *Public Opinion in War and Peace: How Americans Make Up Their Minds*

No. 15, *International Organization after the War: Roads to World Security*

No. 16, *America's Schools: Education in Democratic Citizenship*

No. 17, *The Health of a Nation: Making and Keeping Americans Well*

No. 18, *Politics in Action: The Problems of Representative Government*

No. 19, *The American Standard of Living: Earning and Spending Our Money*

These pamphlets, published co-operatively by the National Council for the Social Studies and the National Association of Secondary-School Principals, have been produced under the direction of the Committee on Education for Democratic Citizenship, of which Paul B. Jacobson, principal of the University High School at the University of Chicago, is chairman.

These resource units have been prepared in response to a serious need among social-studies teachers for authentic materials on vital social, economic, and political issues which face the American people and which should occupy an important place in the social-studies curriculum of our secondary schools. Heretofore teachers have had to rely too largely on text-

books, which soon become outdated, and on scholarly treatises, which in the main have not been easily accessible or even readable.

Each pamphlet presents first a scholarly and comprehensive analysis by an eminent social scientist of some aspect of the field, as indicated in the titles listed above. This analysis of about fifteen thousand words, written specifically for the series, is followed by an extensive outline of teaching aids by a "master teacher," usually a successful high-school teacher now on the job. These aids for each unit contain suggestions for the school study of the problem; a statement of teaching aims in terms of pupil behavior; a list of activities; guides to reading materials, visual aids, and recordings; and suggestions for evaluation. The units are not intended as readings for pupil use nor as ready-made outlines for the teacher's use in the classroom. They have been prepared as "resource units," as storehouses from which the teacher may draw authentic data and suggested methods for teaching and from which the teacher is expected to build a teaching unit appropriate to the needs, interests, and aptitudes of a given school or class. The eminence of the social scientists who have prepared the scholarly analyses is indicated by the names of some who have participated: Ernest W. Burgess, Carl Friedrich, Alvin H. Hansen, Harold D. Lasswell, Max Lerner, William F. Ogburn, Floyd W. Reeves, T. V. Smith, and Leonard D. White.

The pamphlets may be secured from the National Council for the

Social Studies or the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C. A complete list of the titles will be furnished free upon request. The units may be purchased singly or in quantities or in sets. A complete set (Units 1-21 and a teacher's manual) sells for \$4.50. Single copies are thirty cents each, with discounts on quantity orders.

#### INTER-AMERICAN EDUCATION

AMERICAN schools are giving increasing recognition to the importance of making curriculum provisions for the study of the cultural, economic, social, and political life of our neighbors to the south. With a growing realization of the inevitable interdependence and necessity for cooperation of all peoples for the common good, there is reason to believe that even greater efforts will be made in the schools to give pupils a wide and intelligent understanding of peoples in all the world. There is a growing conviction, too, among educators concerned with this problem that, if our efforts in this direction are to be effective, pupils must acquire more than impersonal geographical, sociological, and historical facts about peoples in other countries. Provision must be made for sharing vicariously in the lives of peoples in other cultures and environments—reading their literature in translation or in the original; singing their songs and listening to their music; sharing their art; viewing motion pictures depicting the normal, everyday life of the people;



exchanging letters; and in numerous other ways learning to know our neighbors more intimately.

*Suitable curriculum materials* One of the serious obstacles which teachers in this country have encountered in making curriculum provision for inter-American education is the dearth of suitable reading materials. Much of the available material gives a false picture of the life of these peoples, just as much literature about the Negro in this country presents a distorted picture. It is no easy task to select reading materials, visual aids, music, or art which presents a fair picture of other peoples. When the teachers in elementary and secondary schools of our neighbors to the south request, as they are increasingly doing, reading lists of books describing American life, what shall we send them? Let no one suppose that there would be common agreement on such a list. Certainly few of us would care to have the young people of other American republics gain their ideas of American family and home life, for example, from the motion pictures which we produce or from much of our fiction and drama, which picture rather the pathology of American social institutions. Here is a challenge to education!

*Textbooks on Latin America* Recognizing the problem inherent in the choice of curriculum materials, the American Council on Education has undertaken a study, financed by a \$35,000 grant from

the Office of the Co-ordinator of Inter-American Affairs, which it is about to release under the title *Latin America in Basic Teaching Materials of Our Schools and Colleges*. This study will challenge nearly everything we have been teaching about Latin America, as well as the textbooks and other teaching tools used in the elementary and the secondary schools. Evaluators of the textbooks examined the materials with these questions in mind: Are textual materials and other teaching tools on Latin America accurate? Are they fair and unbiased? Is the treatment of Latin America in each textbook or other aid adequate? In nearly all the materials examined, but especially in textbooks for secondary schools, the evaluators found many faults, omissions, deficiencies in treatment, and, worst of all, conscious and unconscious prejudices.

Part I of this report includes a statement of the background of the survey, scope and method of the survey, and conclusions and recommendations of the committee. Part II contains a more detailed analysis of various aspects of the general problem by more than a score of prominent educators and leaders in the field. Among the principal recommendations from the report issued by the American Council on Education and addressed primarily to writers and publishers of textbooks, are these:

1. Publishers should submit manuscripts to qualified experts in the pertinent Latin-American field for criticisms.
2. Authors and editors of materials in this field should keep abreast of current publica-

tions so as to incorporate the latest and best information relating to the content.

3. Great care should be taken to guard against operation of prejudices and habits of thought. Guard against an attitude of condescension toward the people, of pessimism about their capacity for political and social progress. Avoid all of the picture of Latin America as a country rich in natural resources, inhabited by a lazy people eagerly "waiting for Yankee energy to make it blossom like a rose."

4. Lay greater stress on cultural and social aspects.

5. Stress similarity between people of Latin America and those of the United States.

6. Improve the number and quality of visual aids. Large collections of illustrative material from the Library of Congress, Pan American Union, and other sources should be utilized.

*Teaching English in the other Americas* Inter-American education must, of course, be a two-way venture, and happily it is. Young people in the republics to the south are eager to know something about their neighbors to the north. One concrete illustration of this desire is their increasing eagerness to learn the English language. In the December, 1943, issue of *Hispania* (a journal published by the American Association of Teachers of Spanish), there appears an interesting article on "Teaching English by Radio in Costa Rica," written by Reginald C. Reinhardt, of the Division of Science and Education, Office of the Co-ordinator of Inter-American Affairs in San José, Costa Rica. We quote at some length from the article to present a clearer picture of this experiment.

One of the most popular radio programs in Costa Rica is one known as the "Escuela del Aire." This program was undertaken by the Co-ordination Committee (Office of the Co-ordinator of Inter-American Affairs) in San José with the idea of trying to satisfy in part the tremendous popular demand for English lessons. The demand for a knowledge of English was so widespread that it was decided to broadcast lessons over one or more stations. Accordingly, in June, 1943, arrangements were made for a two-station hook-up to transmit a fifteen-minute lesson every evening of the week except Saturday and Sunday from 8:45 to 9:00 P.M. In view of the fact that a radio program is presented before a silent audience, it was felt that the emphasis should be placed on pronunciation. Furthermore, a lesson broadcast in the form of a monologue is less interesting and colorful than dialogue and conversation. Hence, it was decided to conduct a class in the studio. This in turn led to the suggestion that printed materials which could be used by both the class and the listeners would add both effectiveness and interest. With this in mind, a small pamphlet of ten lessons was prepared and printed. While this pamphlet was being printed, a second was prepared containing another ten lessons. These books were printed and distributed to all who wanted them at a nominal price. This small charge was made in order to insure that only those who were sincerely interested in studying English would request them. Each lesson in the books treats of a different topic and therefore a different vocabulary. A third and a fourth book are in preparation. . . .

The program was a success from the beginning and immediately gave rise to a popular demand for a longer lesson period. In response to this demand the lesson was lengthened to thirty minutes on the first of July. There also had been many requests that the hour be changed as 8:45 to 9:00 P.M. (MWT) was inconvenient for the majority of those who were most interested. Accordingly the hour was changed, and the program now runs from 6:00 to 6:30 P.M.,

which immediately met with expressions of satisfaction from all quarters.

Long before finishing the first book, we had requests for the second and innumerable requests for an advanced course. Our students are located in every town and hamlet of every province of Costa Rica and when they have a suggestion to make they do not hesitate to write to us. In all the correspondence we have received to date there has been not one complaint. They have sent in many suggestions in a most respectful manner, and every letter or exercise sent in has some word of praise for the "noble esfuerzo realizado por la Escuela del Aire bajo los auspicios de las Américas Unidas."

A second illustration of the increased desire of peoples in other American republics to learn English is found in an article appearing in the *News Bulletin* of the Institute of International Education for January 1, 1944. Ben F. Carruthers, education adviser of the Office of Inter-American Affairs and author of the article, says that "the most remarkable language trend in the other American republics is toward establishing English on a basis of equality with other languages for the first time." He says, further, in commenting upon the trend toward English studies in the universities that "in almost every university in which there is a strong faculty of humanities or faculty of philosophy and letters, instruction is available, if not required, and in a few cases there is some attempt to offer work in English literature."

The most recent report relating to this topic appears in the February issue of the *English Journal* under the title "Report on the English Language

Teaching Program for the Other Americas, 1942-43." The article was written by Muriel Leach, education program officer in the Office of Inter-American Affairs. It indicates a rapidly growing interest in the study of English both in the schools and among lay adults. Some countries have made the study of English obligatory in the schools, and, when the choice of a foreign language remains elective, there has been a marked shift from French to English. Not a few North American language instructors have already responded to the demand for English teachers in the other Americas. The writer of the report describes realistically the demand among adults:

The demand among adults for instruction in English is overwhelming. Like us, the Latin Americans are motivated by various interests: the taxi-driver is looking toward future tourist trade; the dean of the school of medicine wants to be able to read our medical journals; the student hopes to be eligible for one of the numerous inter-American scholarships; the young clerk seeks an implement for economic advancement; the literati desire to read Poe and Whitman in the original; the government official has his eye on a post in the United States or a tour of this country; and the young *señorita* wants to be able to talk the language of Hollywood or to learn the words of our popular songs. Again the motive is immaterial. The thing that counts is the fact that these neighbors of ours, in learning our language, are laying a firm foundation for future understanding and co-operation.

In this connection it is interesting to note that only a few months ago the teachers of English in Nicaragua held a conference on the teaching of Eng-

lish and also organized an Association of Teachers of English in Nicaragua. National associations of teachers of English have also been formed in Ecuador and Colombia, and there are well-organized groups in Mexico and Cuba.

Anticipating that other countries will, in all probability, form similar organizations of teachers of English, the National Council of Teachers of English in this country has recently appointed a committee to study the need for, and the feasibility of, sponsoring an early meeting of an International Congress of Associations of Teachers of English to study their common problems.

#### PROMOTING UNDERSTANDING OF AMERICAN EDUCATION

*Reader's Guide to Education* In a most salutary effort "to promote, through the medium of books, a more general understanding of American education," the Book-of-the-Month Club and the National Education Association have issued an attractive pamphlet containing an annotated and classified list of seventy-two books on American education. The list was carefully selected by the National Education Association on the basis of a poll of a number of educators and librarians. The annotations and the introductions to the various sections were prepared by Charles Side Steinberg, director of the Educational Department of the Book-of-the-Month Club, in co-operation with William G. Carr, associate secretary of the Na-

tional Education Association. The attractive illustrations found throughout the brochure were drawn by Hugo Steiner-Prag. The Introduction was most appropriately prepared by Dorothy Canfield Fisher, whose father served as both secretary and president of the National Education Association and who herself is one of the distinguished members of the Editorial Board of the Book-of-the-Month Club.

The intelligent support of education in this country rests, in part at least, on universal understanding and appreciation of the functions of education in a democratic society. Here is a praiseworthy attempt to bring to the attention of the lay public a reputable body of readable and even exciting literature about American education. As Dorothy Canfield Fisher says:

It looks to me like a cheerful sign of things to come—the appearance of this brochure under the joint sponsorship of the Book-of-the-Month Club with its public of half a million American families [and all of them received copies], and the National Education Association with its membership of more than two hundred thousand professional educators.

A portion of the last page contains valuable suggestions for using the brochure:

The purpose of this brochure is to present those books which may help the reader to reach a fuller understanding of American education. The individual will perhaps read the books which appeal to his own interests. But book clubs and similar groups may find the following suggestions for a more systematic procedure of value.

Book clubs and discussion groups which meet regularly might plan a series of discussions on American education, basing the subject matter on the material in this pamphlet. An interesting series of discussions might be arranged by having several persons talk on one book in each section for several meetings, until a comprehensive picture of the books included has been achieved.

Teachers may find the bibliography and introductions useful in planning topics for discussions, and students may discover good material for book reports and individual studies.

Parent-teacher groups may develop an interesting book club program by selecting books which express diverse points of view, and developing a series of forums and reports on current problems.

The brochure should be of great value to teachers and to educational workers generally. It may be obtained from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C., by sending five cents to cover cost of mailing.

*Book shelf for board members* Closely related to the effort to stimulate popular understanding of

American education is an interesting and challenging appeal by Herbert B. Mulford, himself a layman and school-board member, for a shelf of popular books on education written for the four hundred thousand school-board members in this country. Writing in the *Phi Delta Kappan* under the title "These Books Were Never Written," Mr. Mulford argues that, if education is social policy, then education must have public government—and it ought to be intelligent

government. Since the school board is that government, it is imperative that its members be informed about the purposes, issues, and problems of American public education. But, Mr. Mulford asserts, little has been done to help the school-board member acquire the necessary understanding.

Unless teachers' colleges and universities had undertaken to train school administrators for their tasks, the competency of these officials would fall far short of what it is today. When, asks Mr. Mulford, will colleges and universities undertake to render a similar service to the four hundred thousand school-board members upon whom major responsibilities fall and in whom much power and influence reside? He proposes that educators make a beginning by preparing a shelf of books on vital aspects of education about which school-board members are seeking help and on which they should be intelligent. His thought-provoking proposals merit extended quotation.

If one considers cutting across these difficulties and attempts to solve the problem of educating the school board as it exists in reality, it must be through recognizing that the board members would improve themselves for the benefit of their schools if (1) the material were brief; (2) if it were in convenient form, possibly of pocket size; (3) if it were subdivided in subject matter, so that one problem could be essayed at a time; (4) if it served boards specifically in a given state; (5) and if the administrator were to direct board attention to materials available and himself were well enough informed to touch upon the significance of the numerous issues which assail the thinking of board



members. These considerations should not exclude regular subscriptions to the better educational magazines; indeed, they should assume that specific and localized treatment of problems in education should go hand in hand with regular reading of periodicals in order to keep up to date.

In a layman's judgment, no greater contribution could be made than for serious students in education to take up various aspects of this needed pamphlet-writing in every one of the states. And guidance in such endeavors by professors of education generally would seem to be the impulse to such endeavors, though publicly announced policies in favor of such material by the United States Office of Education, the National Education Association, and all the state associations and other educational societies would give added stimulus. To those who may wonder that the administrator does not already do this, it must be said that much of the comment coming to interested laymen endeavoring to sponsor such efforts definitely acknowledges the very general neglect of the potentialities of the board members.

Mr. Mulford then gives a list of the subjects which he thinks should be treated and concludes:

Some readers may say that nearly all these subjects have been treated in some of the major textbooks. Such documents are not distributed broadcast. Today there is need everywhere to simplify, condense, and popularize, yet with accuracy and authority, for mass understanding. But it is most important that these numerous problems be treated in the light of the existing and changing laws of each separate state. To some it may seem that to educate more than four hundred thousand citizens to their democratic duties as government of the public schools is too large a task to undertake. The average board has about seven members. It is suggested that in the light of the importance of developing public education

through a fully matured school board, assistance to seven persons is no more than their due. Once the school board bookshelf is adopted and such useful information made available, we should find the solutions to problems which are much more trying and vexatious than semi-occasionally helping the small class of school-board members. This is an important job for the trained educator calling for his sympathetic service in behalf of the laymen who also would know and serve intelligently and wisely the cause of public education.

#### CHILD LABOR AND YOUTH DELINQUENCY

IN RECENT months the nation has been shocked by the appalling increase in youth delinquency reported by the press, educational journals, government agencies, and the pulpit. J. Edgar Hoover has said:

I am not easily shocked nor easily alarmed. But, today, like thousands of others, I am both shocked and alarmed. The arrests of teen-age boys and girls, all over the country, are staggering . . . it is an ugly situation.

Perhaps no group in the nation is more shocked and alarmed about this trend than school people. They know, or should know, the far-reaching and long-term consequences to the individuals themselves and to society as a whole of a mounting wave of juvenile delinquency. The causes for the increase in delinquency are not easy to ascertain, nor are the responsibilities for its eradication easy to assign. The schools, of course, must assume their share of responsibility for solving the problem, and perhaps their share of the blame for its existence.

*Perils in  
child labor*

In all probability one of the contributing causes for the increase in youth delinquency is the rapid rise in employment among children and youth in the past two years. The Annual Report of the National Child Labor Committee, issued by Mrs. Gertrude Folks Zimand, general secretary of the organization, estimates that 4,000,000 children were at work last summer in industry and agriculture and that at least 3,000,000 are employed now, of whom about 750,000 are children under sixteen years of age. The feverish efforts of some people and groups to sensitize children and young people to their responsibilities in the war effort may have impelled many pupils to leave school and to seek employment. This stimulation, together with the attraction of high wages and too often the unattractiveness of the school program, has undoubtedly been a contributing factor.

No one should depreciate the contributions which children and young people have made to the war effort, nor should any one deprecate the nation's effort to mobilize all its resources in a time of total war. Nevertheless, the nation must also guard against rolling up casualties among our children on the home front while preoccupied with war efforts abroad. We must clearly differentiate between *man* power and *child* labor. The National Child Labor Committee warns of the grave danger in the current trend toward employment of children and offers suggestions for united ac-

tion to meet the problem. The committee issued, over the signatures of thirty-four prominent educators and leaders interested in the welfare of youth, the following "Child Labor Manifesto" in the January, 1944, number of the *American Child*.

WE BELIEVE that the demands for war production and essential civilian services can be met without exploiting children;

WE BELIEVE that children can contribute to the life of their communities in many useful ways, but that it is a shortsighted policy to employ them at hours or under conditions which threaten their physical development and impair their educational opportunities;

WE BELIEVE that the protection of children from harmful child labor is a community enterprise of first importance dependent upon the co-operation of parents, employers, schools, and other community agencies.

*Therefore:*

WE CALL UPON young people to resist the lure of war wages and to remember that temporary financial gain cannot offset future educational handicaps, and we urge parents to support this view;

WE COMMEND the efforts of all socially minded citizens to keep children from leaving school and to prevent their excessive employment outside of school hours;

WE URGE schools, wherever this is desirable, to develop in co-operation with employers and community agencies well-balanced programs of school and supervised part-time work;

WE URGE legislators and government officials to refuse to allow child-labor laws to be broken down and to maintain sufficient staffs for their enforcement;

WE CALL UPON all of the forces in the community—the home, the school, the church, industry and commerce, labor, social and civic agencies—to unite in protecting our children.

*The story of Club Victory* A practical suggestion for a community program to help solve the juvenile delinquency problem has

been offered by Scholastic Magazines. As a response to the general demand that something be done about the shocking rise in youth delinquency, the editors decided to enlist the assistance of their most popular student feature, "Boy Dates Girl," in *Senior Scholastic*. In five consecutive issues Gay Head wrote entertaining stories telling how a committee of high-school boys and girls in one community, with the aid of their school principal, teachers, and parents, organized a recreation center which they aptly named "Club Victory." Here "teenagers" could meet, play ping-pong, dance, order soft drinks, and otherwise participate in wholesome recreation under favorable auspices. Dancing lessons were given by one of the girls, and two high-school designers of airplanes sponsored an arts and crafts studio. Club Victory became more popular than beer parlors, night clubs, and "juke joints," which formerly had served as the centers of recreation and which clearly had been the focal point for much delinquency.

These five stories undoubtedly have already exerted salutary influence among the hundreds of thousands of high-school pupils in the thousands of schools where *Senior Scholastic* is received. Fortunately the stories and the practical suggestions which they make for solving a troublesome prob-

lem have been reprinted in an attractive pamphlet entitled *Club Victory*, in which form they may exert an even wider influence. The pamphlet is available to educators, club leaders, and parents without charge. Write Scholastic Magazines, 220 East Forty-second Street, New York 17, New York.

*Problem of alcohol*

Another practical attempt to alleviate this serious problem is the promotion of wholesome recreation for youth carried on by Allied Youth. The chief concern of this movement is to provide for American youth a new and active form of alcohol education and alcohol-free recreation and comradeship. Its activities are carried on in close co-operation with public-school systems, scientific groups, and religious organizations. Allied Youth is nonsectarian and nonpolitical.

On its Board of Trustees are found the names of such distinguished educators and leaders as Homer P. Rainey, chairman, Ray Lyman Wilbur, J. Roscoe Drummond, Frank E. Gannett, John R. Mott, Daniel A. Poling, and others. Nearly a hundred leading educators, business and professional men, religious and civic leaders, and laymen have identified themselves with this movement as sponsors. A recent release from Allied Youth contains "A Message to Superintendents" under the indorsement of an impressive list of educators and superintendents, among whom are John W. Studebaker, Willard E.

Givens, A. C. Flora, DeWitt S. Morgan, Joy Elmer Morgan, and E. M. Jellinik. We quote their message:

Wartime has deepened the responsibilities of schools. In public education we see an enlarged need for school programs and activities that will improve the health, physical fitness, and recreational choices of American youth. Drinking problems facing our students handicap their development of fitness. We must guide them to a solution of these problems.

We heartily urge superintendents of schools and others who administer public education to consult Allied Youth for suggestions and help in this difficult field of educational action. This program of alcohol education and alcohol-free recreation is youth-led and school-sponsored. It provides an opportunity for students to supplement the classroom and laboratory with fact-finding activities conducted in their own communities and with recreational events which show young people that good times can be had without drinking.

Allied Youth's leadership is trustworthy. Its feet are on the ground. After seven years of resultful service to American youth, it is prepared to help your school with its plans and materials.

Dr. Ray Lyman Wilbur, chancellor of Stanford University and a member of the Board of Trustees of Allied Youth, recently made this statement about the organization and its work:

Millions of high-school young people, a part of the vast American resources in time

of war, vitally need facts and guidance in meeting the drinking problem of today. They will be urged to drink. Their new-found maturity as trainees and fighters and workers will induce many to take up this popular fad. For many young people, alcoholic indulgence will prove a handicap in attaining fitness and efficiency needed in winning freedom's fight. For many, such indulgence will set a pattern or habit of being less than their best for a whole lifetime to come. In short, youth's drinking is wasteful and handicapping.

Allied Youth Posts now reach thousands of high-school young people with facts regarding alcohol-free living and wholesome choices. This national movement, Allied Youth, has proved its ability to win the interest and response of young people, their teachers, and leaders. It is serving a large cross-section of high-school student bodies in a most appealing way—as a school club, officially recognized by high schools and counseled by popular and successful teachers.

Since seven years of Allied Youth action in education and recreation have resulted so favorably, schools and communities are asking that the Allied Youth way be presented and applied to millions of young people, rather than to thousands.

Materials for youth education and recreation may be obtained from Allied Youth, Inc., National Education Association Building, Washington 6, D.C.

HAROLD A. ANDERSON

## WHO'S WHO FOR MARCH

*Authors of news notes and articles* The news notes in this issue have been prepared by HAROLD A.

ANDERSON, assistant professor of education and director of student teaching at the University of Chicago. LEONARD V. KOOS, professor of secondary education at the University of Chicago, in the first of a series of three articles concerned with the public junior college, reports the results of an investigation of the titles and the scope of the responsibilities of the administrators of these institutions. C. B. SMITH, assistant principal of Morris High School, Morris, Illinois, reports the results of a study of the pupils who dropped out of that school in 1940-41, 1941-42, and 1942-43. LEE J. CRONBACH, on leave from his position as assistant professor of psychology and supervisor of academic records for the Army Air Forces College Training Program at the State College of Washington, Pullman, Washington, to serve as associate psychologist with the University of California Division of War Research at San Diego, discusses the implications for post-war teaching that may be drawn from the college training programs for military personnel. CATHARINE BULLARD, acting chairman of the Division of Languages and Literature at Central Washington College of Education, Ellensburg, Washington, reports the results of an investigation to determine the special preparation of prospective teachers of

English and the candidates' knowledge of English as revealed by objective tests. The selected references on the subject fields have been prepared by the following persons: HOMER J. SMITH, professor of industrial education at the University of Minnesota; T. E. SEXAUER, associate professor of agricultural education at the Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa; RUTH TOWNSEND LEHMAN, associate professor of home-economics education at Ohio State University; FREDERICK J. WEERSING, professor of education at the University of Southern California, and EDWIN A. SWANSON, head of the Department of Commerce at Arizona State Teachers College, Tempe, Arizona; V. HOWARD TALLEY, instructor in music at the University of Chicago; W. G. WHITFORD, associate professor of art education at the University of Chicago; and DAVID K. BRACE, professor of physical and health education at the University of Texas.

*Reviewers of books* LESLIE QUANT, head of the Education Department at State Teachers College, Valley City, North Dakota. FRED S. DUNHAM, associate professor of Latin and of the teaching of Latin at the University of Michigan. KENNETH J. REHAGE, teacher in the Laboratory Schools of the University of Chicago. EDWIN S. LIDE, teacher of English at Sullivan High School, Chicago, Illinois.



## JUNIOR-COLLEGE ADMINISTRATORS AND THEIR SCOPE OF FUNCTION<sup>1</sup>

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### PURPOSES AND INSTITUTIONS OF THE INQUIRY

ONE purpose of this little study is the limited one of ascertaining the names, or titles, of administrative officers in junior colleges. It turns out that a simple tabulation of titles takes on significance when it is made in relation to the type of junior-college organization. A more important purpose is to inquire into the vertical scope of responsibility of these administrators—in particular, to find with what frequency, in the different patterns of organization, they are assigned responsibility at the junior-college level only and at both junior-college and high-school levels. This purpose is allied to the urgent problem of articulating these adjacent educational levels.

<sup>1</sup> This is the first of three articles reporting data from an extensive investigation of the public junior colleges in the country which will be published in the *School Review*. The second article, "Opinions of Administrators on Organizing the Junior College," will appear in the April number; the third, "How To Democratize the Junior-College Level," in the May issue. Another article resulting from the same investigation but concerned with the junior high school level in the 6-4-4 plan was published in the September issue under the title "The Superiority of the Four-Year Junior High School."

The institutions represented make up more than three-fourths of all local public junior colleges in the United States. This proportion and the distributions by region, by size of enrolment, and by type of organization are such as to assure representativeness. Information from this large group was obtained by a "schedule" used to select situations to be visited for more extensive and intensive study with respect to organizational relationships of high school and junior college. More than fifty such visits were made, and during these visits it was possible, among other things, to check by interview on the accuracy of the returns on the schedule concerning organizational relationships and to secure further information concerning administrative responsibilities.

Various kinds of responses were requested in the schedule to identify the types of organization represented. Chief among these was the direction to check which of the following statements "most nearly describes the housing" of the junior college:

1. Entirely separate from high school on separate site
2. Entirely separate from high school but on same or adjoining site
3. Partly in separate buildings and partly

in building or buildings housing a high school

4. In a separate wing or on separate floor of high-school buildings

5. Combined and co-operative use with high-school years of same building or buildings

The first and second of these characterizations point to separate junior-college units, and the remaining three to varying degrees of association or integration. Other important sorts of information helpful in identifying the organizational pattern were the school grades, or years, housed in the plant, the pattern of organization of schools below junior-college years, and the kind of district maintaining the junior college. That accuracy of identification was made possible by these responses is established by the fact that in not a single instance was the type of organization identified found to be in error in more than fifty local junior-college situations subsequently visited.

The 168 schedules found the following numbers of the different types of organization: fifty-seven two-year junior-college units separate from high schools; forty-nine 3-2 associations, that is, three-year senior high schools and two-year junior colleges housed together; fifty-one 4-2 associations, that is, four-year high schools and two-year junior colleges housed together; and eleven four-year junior colleges reported as housed separately from grades below. These figures indicate that about a third of the local

<sup>1</sup> A few of these also have three-year junior high schools housed in the same plants.

public junior colleges of the country are separate two-year units and that the remaining two-thirds are organized with varying degrees of association to complete integration with high-school years below.

#### ADMINISTRATORS IN DIRECT CHARGE

*Titles from the schedules.*—Results of the inquiry will be reported in two divisions, the first relating to the titles and the vertical range of responsibility of officers indicated as being "in direct administrative charge" of the junior colleges and the second to the titles and the vertical range of responsibility of administrators in addition to the officer in direct administrative charge.

Titles of the first group in the full count of junior colleges represented, as accurately as these titles could be derived from the schedules, are listed in Table 1, with frequencies for each type of organization and for all junior colleges irrespective of type. By far the most common title of this administrator in the whole group (see right-hand column) is "dean." The next most frequent, but much less common, is "president." "Director" and "principal" are even less frequent but almost on a par with each other. In five situations the "superintendent" of the system or of secondary schools serves also as direct administrative head of the junior-college unit, while for one or two units the titles are "assistant dean," "principal-superintendent" (both titles), "co-ordinator," and "registrar."

Inspection of the columns of fre-

quencies for each type of organization discloses interesting tendencies in variation. The most recurrent title in the two-year separate units is "dean," but almost as frequent is "president," with "director" far behind. "Dean" is

TABLE 1

DISTRIBUTION OF TITLES OF OFFICERS IN DIRECT ADMINISTRATIVE CHARGE OF 168 LOCAL PUBLIC JUNIOR COLLEGES BY TYPE OF ORGANIZATION REPRESENTED (DATA FROM SCHEDULES)

Title	Two-Year Separate	3-2 Asso- cia- tion	4-2 Asso- cia- tion	Four- Year	All Types
Dean.....	26	33	37	3	99
Assistant dean.....		1	1		2
President.....	23	5	7	2	37
Director.....	6	1	3		10
Principal.....	2	2	1	6	11
Superintendent.....		4	1		5
Principal-superintendent.....		1	1		2
Co-ordinator.....		1			1
Registrar.....		1			1
Total.....	57	49	51	11	168

the greatly predominant title in both groups of associations. The predominant title in four-year units is "principal," with "dean" and "president" less frequent.

*Titles from interviews.*—It is not impossible that there was occasional misunderstanding of the question in the schedule concerning the "official title of the person in *direct administrative charge of* (immediately responsible for administering) the junior college." Moreover, this study by schedule did not inquire into this person's responsibility for high-school as well as junior-college years. These

limitations make desirable the report of facts concerning names and vertical scope of responsibility gathered by interview at the time of visits to fifty-one junior-college situations.

Titles gathered in this more intensive study are to be seen in Table 2, presented again by type of junior-

TABLE 2

DISTRIBUTION OF TITLES OF OFFICERS IN DIRECT ADMINISTRATIVE CHARGE OF 51 LOCAL PUBLIC JUNIOR COLLEGES BY TYPE OF ORGANIZATION REPRESENTED (DATA FROM VISITS)

Title	Two-Year Separate	3-2 Asso- cia- tion	4-2 Asso- cia- tion	Four- Year	All Types
Dean.....	8	7	7	2	24
President.....	7	2		1	10
Director.....	1		2		3
Principal.....		1	2	6	9
Dean and principal.....		3	1	1	5
Total.....	16	13	12	10	51

college organization. In this table, as in Table 1, the title "president" again vies with "dean" for predominance in separate junior colleges. "Dean" again is most frequent in both 3-2 and 4-2 associations. In these two groups a new title, "dean and principal," emerges. This combination title is explained by the fact, not disclosed in the inquiry by schedule represented in Table 1, that the same person serves as dean of the junior college and principal of the high school. Use of the designation "principal" for administrators in these two groups of institutions likewise signifies that the same person serves as administrative head

of both high school and junior college. Here, too, "president" and "director" are infrequent titles in associations.

Again, as in Table 1, the predominant title of heads of four-year junior colleges is "principal." The exact title of the one administrator in this group classified as "dean and principal" is "dean of junior college and principal of Grades XI-XII." "Dean" and "president" are infrequently used for administrative heads in the four-year unit.

Without doubt the reader has noted the contrast of tendency in titles of heads of two-year separate and four-year units—a contrast which finds the separate units preferring "dean" and "president" and the longer unit preferring "principal." This contrast is joined with a partial shift from "dean" to "principal" in the associations. The contrast is hardly accidental and must in part reflect a difference in conceptions of the function of education at the level represented. The concept of the separate units would reserve the level for the tradition of higher education, while that of the integrated four-year units regards it as a part of secondary education.

*Vertical scope of responsibilities.*—Interviews at the time of making the visits to these fifty-one junior-college situations permitted inquiring into the vertical scope of responsibilities of the officers in direct administrative charge. The outcomes are reported in Table 3, and their trend is so simple and unequivocal as scarcely to need presentation in tabular array. Not an

officer in the group of separate junior colleges has duties at the high-school level. By contrast, there is not an officer among those in charge of the four-year units whose responsibilities do *not* extend over both high-school and junior-college years. Scope of re-

TABLE 3

NUMBERS AND PERCENTAGES OF OFFICERS IN ADMINISTRATIVE CHARGE OF 51 JUNIOR COLLEGES WHO HAVE RESPONSIBILITIES FOR JUNIOR-COLLEGE YEARS ONLY OR BOTH JUNIOR-COLLEGE AND HIGH-SCHOOL YEARS

TYPE OF ORGANIZATION	JUNIOR-COLLEGE YEARS ONLY		JUNIOR-COLLEGE AND HIGH-SCHOOL YEARS		TOTAL	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Two-year separate.....	16	100.0	.....	.....	16	100.0
Association.....	16	64.0	9	36.0	25	100.0
Four-year.....	.....	.....	10	100.0	10	100.0

sponsibility for the group of associations seems to be at a stage somewhere between these extremes of practice, since in almost two-thirds of the twenty-five situations the officer in charge of junior-college years has no responsibilities at the high-school level, while in more than a third these responsibilities comprehend both high-school and junior-college years. The implications of these contrasting practices for articulation of the educational programs at the two levels are so apparent as hardly to require comment: with the separate junior colleges, articulation may often be little or no better than it is if a student leaves high school to attend college in some other community, where-

as, in the situations where the two levels are under a single administration, a much improved articulation may almost be taken for granted.

#### ADDITIONAL ADMINISTRATIVE OFFICERS

*Titles and frequencies.*—A page of the schedule sent to all local public junior colleges sought information concerning "other administrative officers in the junior college." It contained the titles of administrative positions known to be most frequent in such institutions and provided spaces for the insertion of any others. A further type of request made of the respondent, which is of importance to this particular study, was that he indicate the level or the levels (junior-college, high-school, or both) at which each officer carried responsibility. The titles and the frequencies with which these were reported are to be found in Table 4.

Before directing attention to frequencies, it is desirable to set down a few comments concerning the titles. These were not always reported exactly as listed in the table. Among recurrent titles with some variation in name are "director of student personnel" or "business manager." The appearance of the title "dean" in this table as well as in Table 3 may be explained by the fact that, in the institutions involved, an officer called "dean" is subordinate to a "president" or some other officer carrying major responsibility for administering the unit. Explanation of the presence of "principal (high

school)" in the list is the fact that in a few instances this officer carries certain responsibilities also at the junior-college level. The title "secretary," last in the list, is given to an administrative, not merely a clerical, worker.

A glance down the right-hand column of Table 4, with comparison of totals in Table 1, finds the registrar to be the most frequent functionary after the officer in direct administrative charge. Not far behind in frequency is the dean of women. Deans of men are next in order of frequency but are much less often reported than deans of women. The lag may be in part explained as a real difference in the proportions of junior colleges having such officers and in part by the fact that officers with other titles, such as "dean" and "dean of students," may serve in the capacity of deans of men. Another officer provided in a large proportion of junior colleges is the director of student personnel. Other officers found with considerable frequency are assistant deans, business managers, assistant principals, and directors of placement.

*The number of additional administrators.*—Some significance attaches to the distributions of junior colleges according to the number of administrative positions in addition to the officer in direct administrative charge. These distributions for the junior colleges in each enrolment group, and of the total of 411 officers in all junior colleges, are to be found in Table 5, together with (at the foot of the table) the average number of additional



officers for each group and for all junior colleges. It will be a matter of no surprise that the number varies widely in each enrolment group, that the distributions shift toward larger

that one officer, the person in direct administrative charge, should be added to arrive at the total number of administrative officers in each situation and in the average situations. It

TABLE 4  
TITLES OF ADMINISTRATIVE OFFICERS IN ADDITION TO THE ADMINISTRATORS  
IN DIRECT CHARGE IN 167 LOCAL PUBLIC JUNIOR COLLEGES

TITLE	NUMBER OF OFFICERS IN COLLEGES WITH ENROLMENTS OF—				
	Fewer than 100 (32)*	100-199 (50)	200-499 (52)	500 and Over (33)	All Colleges (167)†
Dean.....	5	5	10	3	23
Assistant dean.....	4	2	7	4	17
Principal (high school).....		3	2		5
Assistant principal.....	2	2	2	3	9
Principal (junior college).....			2		2
Director.....				1	1
Assistant director.....				1	1
Vice-president.....				1	1
Assistant to the president.....				1	1
Director of liberal arts.....		1			1
Dean of vocational education.....			1	1	2
Co-ordinator of educational manage- ment.....				1	1
Curriculum co-ordinator.....				1	1
Dean of men.....	7	16	14	23	60
Dean of women.....	11	29	29	29	98
Associate dean of women.....				1	1
Dean of students.....	2	1	2	2	7
Director of student activities.....				4	4
Director of student personnel.....	5	4	10	11	30
Assistant director of student personnel.....				2	2
Counselor.....	1		2	1	4
Director of placement.....		2		1	3
Work director.....		1		4	5
Registrar.....	16	29	36	28	109
Assistant registrar.....			1	2	3
Business manager.....	2	4	4	7	17
Director of research.....				2	2
Secretary.....				1	1
Total.....	55	99	122	135	411

\* The figure in parentheses indicates the number of junior colleges in each group.

† One respondent supplying information usable in Table 1 did not answer questions for this table.

numbers with increase in the size of the junior colleges, and that the average numbers of officers show some increase with increasing enrolment. In interpreting the evidence of this table, the reader should remember

is well to keep in mind also that only a small proportion of these additional officers, certainly in all but the largest junior colleges, devote full time to the duties of these positions.

*Vertical scope of responsibilities*

of additional administrators.—Information on the schedules concerning the level or the levels at which these 411 additional officers function has been compiled in Table 6. The upper half of this table presents the evidence with the junior colleges grouped according to size of enrolment. Such a

ior-college levels. There appears also to be no consistent trend when junior colleges of the different groups are compared: the proportions functioning at the upper level only and at both levels for all the enrolment groups are approximately equal to those for all situations represented.

TABLE 5  
DISTRIBUTION OF LOCAL PUBLIC JUNIOR COLLEGES ACCORDING TO NUMBER OF ADMINISTRATIVE OFFICERS IN ADDITION TO OFFICERS IN DIRECT ADMINISTRATIVE CHARGE

NUMBER OF OFFICERS	NUMBER OF COLLEGES WITH ENROLMENTS OF—				
	Fewer than 100 (32)*	100-199 (50)	200-499 (52)	500 and Over (33)	All Colleges (167)
0.....	6	9	4	.....	19
1.....	10	11	10	.....	31
2.....	8	10	16	4	38
3.....	5	14	11	11	41
4.....	2	4	10	7	23
5.....	.....	2	.....	6	8
6.....	1	.....	.....	2	3
7.....	.....	.....	1	1	2
8.....	.....	.....	.....	1	1
9.....	.....	.....	.....	1	1
Average number of officers...	1.7	2.0	2.3	4.1	2.5

\*The figure in parentheses indicates the number of junior colleges in each group.

grouping has been used here because of the belief frequently held that there is a marked trend toward administrative separation with increase in size of the units. It may be seen that about three-fourths of all additional administrators function at the junior-college level only, while the remaining fourth function at both high-school and jun-

ior-college levels. There appears also to be no consistent trend when junior colleges of the different groups are compared: the proportions functioning at the upper level only and at both levels for all the enrolment groups are approximately equal to those for all situations represented.

Analysis of the evidence by type of organization, however, discloses pronounced differences. For the two-year separate junior colleges, almost all officers have responsibilities at the junior-college level only. By contrast, about nine-tenths of all officers in the four-year units function at both high-school and college levels. For both groups of associations, about two-thirds function at the college level only and the remaining third at both levels. The proportions for these additional officers resemble closely the corresponding proportions for officers in direct administrative charge, as already seen in Table 3. The implications for articulation of the two levels, in the different patterns of organization, must be identical with those derived from that table.

#### CONCLUDING COMMENT

In bringing to a close the brief report of a study of the type represented here, there would be little point in recapitulating details, such as specific titles of administrators, the relative frequency of these titles, and the numbers of different officers in institutions grouped by size. Details of this nature are sufficiently accessible in the tables of the main body of the article. It is

more important to skim the few main inferences from the inquiry.

One of these inferences concerns the difference in titles of officers in direct administrative charge of junior colleges of the different organizational patterns. The specific title by which an individual administrator is known

to a vertically extended secondary school.

Another inference derives from the almost universal restriction of responsibilities of administrators in separate units to the two college years and the contrasting almost universal extension of scope of responsibilities

TABLE 6

NUMBERS AND PERCENTAGES OF ADMINISTRATORS IN 167 LOCAL PUBLIC JUNIOR COLLEGES IN ADDITION TO OFFICERS IN DIRECT CHARGE, HAVING RESPONSIBILITIES FOR JUNIOR-COLLEGE YEARS ONLY OR FOR BOTH JUNIOR-COLLEGE AND HIGH-SCHOOL YEARS (1) BY SIZE OF JUNIOR-COLLEGE ENROLMENT AND (2) BY TYPE OF ORGANIZATION

ENROLMENT OR TYPE OF ORGANIZATION	NUMBER OF JUNIOR COLLEGES REPRESENTED	ADMINISTRATORS RESPONSIBLE FOR JUNIOR COLLEGE ONLY		ADMINISTRATORS RESPONSIBLE FOR JUNIOR COLLEGE AND HIGH SCHOOL		TOTAL	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
Junior-college enrolment:							
Fewer than 100.....	32	39	70.9	16	29.1	55	100.0
100-199.....	50	77	77.8	22	22.2	99	100.0
200-499.....	52	86	70.5	36	29.5	122	100.0
500 and over.....	33	103	76.3	32	23.7	135	100.0
All colleges.....	167	305	74.2	106	25.8	411	100.0
Type of organization:							
Two-year separate.....	57	159	98.1	3	1.9	162	100.0
3-2 association.....	49	68	66.7	34	33.3	102	100.0
4-2 association.....	50	74	67.3	36	32.7	110	100.0
Four-year.....	11	4	10.8	33	89.2	37	100.0
All colleges.....	167	305	74.2	106	25.8	411	100.0

is far from a momentous matter, but recurrent contrastive practice may be a clue to divergence in educational points of view. The difference in this instance hints at partial divergence in conception of the function of separate two-year units and of the two college years in four-year units—divergence that in the former tends to reserve this level for the tradition of higher education but in the latter allocates it

in four-year units to include both high-school and junior-college levels. The contrast is accompanied by a comparable extension of function to the two levels in a large minority of 3-2 and 4-2 associations. This extension, both in the four-year units and in this strong minority of associations, seems to be in the nature of commitment to intimate integration and articulation of the two levels.

## A STUDY OF PUPILS DROPPING OUT OF A MIDWESTERN HIGH SCHOOL

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THIS study of pupils dropping out of high school was made during the school year of 1942-43 in an attempt to determine the causes for such action on the part of the pupils, to discover the types of pupils who dropped out, and to compare the numbers who dropped out in that year with the numbers in previous years.

The community in which the study was made has a population of approximately seven thousand and lies about sixty miles southwest of Chicago. It has a number of industries, including a paper mill, a foundry, and several coal mines. War industries are located east and west of the community, and many of the residents work in those areas. The ethnic groups represented include Italians, Poles, Scandinavians, and Americans from the southern mountain regions. The surrounding territory is extremely productive agricultural land.

Table 1 shows that the number of pupils dropping out in 1942-43 did not vary appreciably from the number in the same months of the other two years, save in four months. In September there was a large increase in the number of drop-outs, which may be explained by indicating that

a number of boys and girls over sixteen years of age quit their jobs and entered school in the autumn, only to decide after a short time that they did not want to give up the money and the independence which they had enjoyed while working. February, April,

TABLE 1  
NUMBER OF PUPILS DROPPING OUT OF  
MORRIS HIGH SCHOOL IN THREE  
SCHOOL YEARS

Month	1940-41	1941-42	1942-43
September.....		3	18
October.....	2	5	3
November.....	7	9	6
December.....	6	2	4
January.....	6	4	3
February.....	8	4	8
March.....	1	5	4
April.....	1	1	7
May.....	2	2	6
Total.....	33	35	59

and May show definite increases in the number of drop-outs over the number in the same months of 1941-42. The month of February marks the beginning of a new semester, and at that time some pupils who have not done well in school leave and go to work. April and May mark the start of a good labor market, especially on the farm, which probably is respon-

sible for the increase of drop-outs in those months.

The pupils who dropped out of school during the three years represented 8 per cent of the student body in 1940-41, 8 per cent in 1941-42, and 13 per cent in 1942-43.

A study of sixteen-year-old youth being made by the Committee on

TABLE 2

AGE DISTRIBUTION OF BOYS AND GIRLS  
DROPPING OUT OF MORRIS HIGH  
SCHOOL DURING 1942-43

AGE	BOYS		GIRLS		BOYS AND GIRLS	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
14.....	3	8	2	9	5	9
15.....	8	22	7	32	15	25
16.....	14	37	7	32	21	36
17.....	8	22	4	18	12	20
18.....	1	3	2	9	3	5
19.....	2	5	.....	.....	2	3
20.....	1	3	.....	.....	1	2
Total..	37	100	22	100	59	100

Human Development of the University of Chicago indicated that there were 146 sixteen-year-olds in the community, including the surrounding rural territory, and that 105 of these were enrolled in school. Table 2 shows that 36 per cent of the 1942-43 drop-outs were sixteen years old and 25 per cent were fifteen years old.

In this study all possible sources of available information were used. The regular school records gave a great deal of information, although some pupils dropped out of school during the first month, before much information about them could be obtained.

Personal interviews were used whenever possible and usually brought out the pupil's reason for wishing to quit school, but not always the real reason. In a few instances an interview with the parents was possible.

In May, 1942, the Mooney Problem Check List and the Interest Index 8.2a devised by the Progressive Education Association were given to all pupils then in high school. Among the pupils who dropped out during 1942-

TABLE 3

SOCIO-ECONOMIC STATUS OF PUPILS DROPPING OUT OF MORRIS HIGH SCHOOL COMPARED WITH THAT OF ENTIRE STUDENT BODY

Socio-economic Level	Percentage of Drop-Outs	Percentage of Entire Student Body
A and B.....	.....	10
C.....	15	35
D.....	60	45
E.....	25	10

43, sixteen boys and ten girls had taken the tests. Of the remainder, twenty-three were Freshmen, and ten were pupils who had transferred from other districts.

A rough scheme of socio-economic rating was used to find the levels of the pupils who dropped out of school. A five-point scale was adopted. Table 3 shows that a small proportion, 10 per cent, of the total group of high-school pupils fall in the first two levels, A and B; the pupils on Levels C and D represent approximately 35 and 45 per cent, respectively, of the total; and about 10 per cent of the pupils are on the lowest level.



It is clear that socio-economic status has something to do with the decision to drop out of school; for, of the boys and girls who dropped out, relatively larger proportions are classified in the two lowest groups.

A special study was made of the nine boys and girls on Level C who dropped out of school. The group was comprised of three boys who quit school to work on their fathers' farms, one boy who joined the Army, two boys who went to work in the town, two girls who were ill for a long time and fell behind in their school work, and one girl whose mother became seriously ill. Most of these pupils would have left school even in ordinary times, and the lure of high wages and the economic needs of the family did not play so large a part in their leaving school as in the case of the pupils of Levels D and E.

The Otis Group Intelligence Scale had been given to most of the pupils who dropped out, with the exception of those who had entered in 1942-43 from other districts. The average intelligence quotient for the drop-outs was 105; for all high-school pupils, 107.

One might expect that a large variety of reasons would be advanced by those who wished to leave school. However, during the year 1942-43 the uniformity in the reasons given was surprising. With only a few exceptions, the pupils wanted to earn some money; they believed that they would be better off if they left school because they were "not doing any good in school"; they could not see "what

good it would do" for them to stay; they were "flunking"; etc. A few wanted to leave in order to help out on the farm, and in most instances this reason was valid. One pupil quit because his father's enlistment in the Army made it necessary for the boy to go to work to help support his invalid mother. Some of those who said that they were making no progress in school were correct in their reasoning, and the probabilities were that they would have failed for the year.

In many instances the reasons advanced by the pupils were not the real reasons. Trouble at home, general dissatisfaction with school, desire to enter the armed forces, and desire to earn good wages in a war plant as some of their friends were doing were perhaps more nearly the real reasons. One boy candidly stated that he expected to be drafted in about six weeks and he wanted to earn some money before he left.

At the time of writing this article, fifteen of the boys who dropped out were working on farms; five were working at the local paper mill; four were working at the foundry; three were in the armed services; three were working in filling stations; two were working in retail stores; two were driving trucks; two were employed in a near-by war industry; and one had moved away. Six of the girls who dropped out were working at the paper mill; five were employed as domestics; four were working at the foundry; two were working in restaurants; two were simply staying at

home; one girl had married; one was at home caring for an invalid mother; and one had moved away.

The pupils who dropped out were compared with the entire student body with respect to their interests in academic subjects (such as biology, English, foreign language, mathematics, reading, and social studies) and in

as registered on the P.E.A. Interest Index 8.2a.

Comparison of the problems of the twenty-six drop-outs who took the Mooney Problem Check List with those of the entire student body is shown in Table 5. In their ranking of problems according to areas, the pupils dropping out were very similar to

TABLE 4  
COMPARISON OF SUBJECT INTERESTS OF  
TWENTY-SIX PUPILS DROPPING OUT OF  
MORRIS HIGH SCHOOL WITH THOSE OF  
ALL SIXTEEN-YEAR-OLD PUPILS IN STUDENT BODY

TYPE OF SUBJECTS AND GROUP OF PUPILS	PERCENTAGE OF COURSES		
	Liked	Dis- liked	To Which Pupils Were Indif- ferent
Academic subjects:			
All sixteen-year-old boys . . . .	26	28	46
Boys dropping out of school . .	30	35	35
All sixteen-year-old girls . . . .	34	26	40
Girls dropping out of school . .	30	35	35
Nonacademic subjects:			
All sixteen-year-old boys . . . .	49	14	37
Boys dropping out of school . .	50	21	29
All sixteen-year-old girls . . . .	44	19	37
Girls dropping out of school . .	43	30	27

nonacademic subjects (such as business and industrial and manipulative arts). The average of the sixteen-year-old boys and girls in the student body was used as the criterion with which the averages of the drop-outs were compared. Table 4 indicates that, although slightly more academic and nonacademic subjects were disliked by the pupils dropping out of school, these pupils did not differ significantly from the entire student body in their general pattern of likes and dislikes

TABLE 5  
RANK ORDER OF PROBLEM AREAS ON MOONEY PROBLEM CHECK LIST FOR ENTIRE STUDENT BODY AND FOR TWENTY-SIX PUPILS DROPPING OUT OF MORRIS HIGH SCHOOL

Area	Entire Stu- dent Body	Pupils Drop- ping Out
1. Health and Physical Development . .	10	11
2. Finances, Living Conditions, and Employment . . . . .	9	9
3. Social and Recreational Activities . .	6.5	6.5
4. Courtship, Sex, and Marriage . . . .	4	4
5. Social-psychological Relations . . . .	6.5	6.5
6. Personal-psychological Relations . . .	4	4
7. Morals and Religion . . . . .	8	8
8. Home and Family . . . . .	11	10
9. The Future: Vocational and Educational . . . . .	4	4
10. Adjustment to School Work . . . . .	1	1
11. Curriculum and Teaching Procedures .	2	2

the student body as a whole. However, there are some differences in specific problems. These differences appear mainly in the areas of "Personal-psychological Relations," "The Future: Vocational and Educational," "Adjustment to School Work," and "Curriculum and Teaching Procedures." In Table 6 are listed the problems which were checked by at least one-fifth of the student body or of the pupils dropping out. Although the pupils ranked the areas in the same order, within an area the drop-outs tended to indicate problems in greater percentages.

During the school year of 1941-42

TABLE 6

PROBLEMS IN SEVERAL AREAS OF MOONEY PROBLEM CHECK LIST  
CHECKED BY ONE-FIFTH OR MORE OF ENTIRE STUDENT BODY  
OR OF PUPILS DROPPING OUT OF MORRIS HIGH SCHOOL

PROBLEM CHECKED	PERCENTAGE OF PUPILS CHECKING	
	Entire Student Body	Pupils Dropping Out
<b>Area 6. Personal-psychological Relations:</b>		
Stubbornness.....	35	42
Not taking some things seriously enough.....	30	31
Taking some things too seriously.....	30	31
Afraid of making mistakes.....	28	31
Forgetting things.....	32	31
Carelessness.....	16	27
Daydreaming.....	13	23
Losing my temper.....	20	23
Sometimes wishing I had never been born.....	14	23
Worrying.....	25	19
<b>Area 9. The Future: Vocational and Educational:</b>		
Restless to get out of school and into a job.....	10	58
Wondering what I'll be like ten years from now.....	22	50
Needing to decide on an occupation.....	14	46
Not knowing what I really want.....	10	38
Concerned over military service.....	24	12
<b>Area 10. Adjustment to School Work:</b>		
Trouble in mathematics.....	16	58
Not fundamentally interested in books.....	8	50
Unable to express myself in words.....	10	50
Weak in spelling or grammar.....	11	46
Slow in reading.....	11	38
Taking wrong subjects.....	12	38
Trouble in outlining or note-taking.....	17	38
Difficulty with oral reports.....	22	38
Not spending enough time in study.....	24	35
Worrying about grades.....	13	31
Don't know how to study effectively.....	21	31
Poor memory.....	7	31
Worrying about examinations.....	22	12
<b>Area 11. Curriculum and Teaching Procedures:</b>		
Textbooks hard to understand.....	12	46
Not getting along with a teacher.....	8	42
Grades unfair as measures of ability.....	15	42
Having an unfair teacher.....	9	42
Too little freedom in classes.....	13	42
Wanting subjects not offered by the school.....	21	35
Lunch hour too short.....	26	35
Tests unfair.....	10	35
So often feel restless in classes.....	21	35
Teachers doing too much of the talking.....	20	31
Teachers not practicing what they preach.....	28	31
Dull classes.....	24	31
Too much work required in some subjects.....	20	31

the high school inaugurated a work-study program, modeled somewhat after the diversified occupations program of the United States Office of Education, in which the jobs held by the pupils in the program covered a wide range, from machine-work to stenography and the retail field. The pupils in the program went to school in the morning, worked at their chosen jobs in the afternoon, and attended a class in occupations on one night a week. The program was open only to carefully selected Seniors. If there was a possibility that the pupil might go to college, he was required to carry the full college-preparatory course during his Senior year and, if a conflict occurred, he could not be a member of the work-study group. Under the general curriculum, one credit toward graduation was given for participation in the group. A system of marking was set up which made it possible for the employer or the supervisor of the pupil to give marks which could be recorded by the school. A member of the faculty had a conference with the employer or the supervisor and observed the pupil on the job at least once every two weeks.

The program was continued during the school year 1942-43, and fourteen pupils are in the group for the school year 1943-44. The plan at the present time includes Juniors as well as Seniors. The program may eliminate some of the dropping-out by allowing the pupils to take courses not hitherto available to them in school and, at the same time, giving them the opportunity to earn some money and thus ease

the economic problem indicated by many of them as the reason for leaving school.

We realize that including the Juniors in the work-study group will not touch the Freshmen and the Sophomores, many of whom have dropped out during the past year and who might reasonably be expected to leave school in even larger numbers in the current year. Nevertheless, we hope that the inclusion of the Junior group may act as an incentive for those in the lower classes to stay in school until they reach the point where they also may be included. We believe it would be possible also to eliminate some of the dropping-out by allowing Freshmen and Sophomores to take commercial and manual-arts courses.

The results of this study would indicate that the only significant differences between the pupils dropping out and the entire student body are economic status and attitude toward school. The data have shown that relatively more of the children from the lower socio-economic groups were among the pupils who dropped out and that more of the pupils leaving school expressed a negative attitude toward school on the Problem Check List. It follows, then, that the number of pupils dropping out would be smaller if it were possible to rearrange the school program in such a way as to give pupils an opportunity to earn money and to allow those pupils who are not good scholars to obtain rewards in activities and courses where scholastic ability is not of paramount importance.

## THE COLLEGE TRAINING DETACHMENT PREVIEWS POST-WAR EDUCATION<sup>1</sup>

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ALL signs point toward the inauguration of an elaborate post-war program to aid men from the armed forces to complete their educations. The men who will flood college and secondary-school campuses at that time are the very men who are now passing through in short Army and Navy training courses. It is opportune, therefore, to examine the suggestions that the present programs can offer for the future.

All college military training programs are not alike. Some are similar to normal college work, while others require considerable adaptation. Admission standards, subjects taught, length of training, and philosophies vary from program to program, just as before the war they varied from college to college. Nevertheless, experience with the detachment of air-crew students at the State College of Washington appears typical of that in other programs and other schools. The air-crew training program is a

short (five-months) course designed to prepare men for more advanced training as pilots, bombardiers, gunners, and so on. The college has the responsibility of presenting work in mathematics, physics, geography, history, English, medical aid, civil air regulations, and physical training. Men are selected for the program from among volunteers who pass a screening test emphasizing intelligence and practical judgment. They have educational backgrounds ranging from degrees in engineering to completion of only Grade VIII. Their ages range from seventeen to twenty-seven.

Such a program, calling for new patterns in course organization, teaching methods, and administration, requires much adjustment of the customary college practices. Nevertheless, one senses widespread agreement that these college training programs have worked well. Teachers are enthusiastic about the results that they obtain, even when attempting such a breath-taking assignment as covering arithmetic, algebra, geometry, and trigonometry in four months. The soldier-student accepts the responsibilities imposed on him by such a course and is generally alert and

<sup>1</sup> This article is based on experiences in testing, interviewing, classifying, and teaching the men of the 319th Army Air Forces College Training Detachment (air crew). Major Ivan D. Massey is commandant of the detachment, and Dean Otis C. McCreery is co-ordinator for the college.



self-directing. If the lessons to be learned from this new type of student can be identified, colleges and secondary schools can begin now to plan a proper post-war program.

#### STUDENT PERSONNEL

The most important consideration in planning a program is the nature of the students to be taught. Individual differences are an educational cliché, but they are a colossal factor in the college training program. Colleges, and even high schools, have often been laggard in providing different types, rates, and methods of instruction for students of differing abilities and backgrounds. The returning soldiers will vary more widely in every psychological dimension than do "normal" students. If colleges attempt to fit them all into a Procrustean bed, discarding those unable to profit from stereotyped instruction, they will damage the futures of many young men—and the social position of the schools themselves.

It is, perhaps, strange to find a military program pointing the way toward individualization, and of course administrative problems limit the adjustments now possible. The unusual contrasts among students, however, and the urgency of keeping the Army Air Forces supplied with trained men focus attention on the need for adaptation to individuals. A "sink-or-swim" policy prevails during regular times, but in this program the college is unable to escape responsibility for unsuccessful students. Every

man is needed; no man is eliminated at this level because of failure to learn. If he fails at a later point, time has been wasted, and a potentially useful soldier, known to have sufficient mental ability, has been lost. Colleges have, therefore, begun to accept the long-needed viewpoint that "when the student fails, the teacher has failed," and they are seeking ways to give the student the experiences that he personally needs.

A similar administrative policy might be helpful after the war. The returning soldier will have already proved his social usefulness, and he must not be deprived of training that would make him more useful. He has but a short time for schooling, and he cannot "shop around." Perhaps the college, having once accepted the student and thereby acknowledged his ability, should not dismiss him, except for disciplinary reasons. Any other failure would then become a problem for analysis and guidance—an area which could well receive more emphasis.

The classification of returning men will be a difficult problem. Even in the Army Air Forces program, where screening tests guarantee ability, wide ranges of background and of aptitude remain. Some men have recently had full college educations (though even they may be deficient in some areas), while others left school at the eighth-grade level many years ago. The schools cannot merely examine an educational history and assign the man to continue where he left off. To

give every man a reasonable opportunity may require drastic modification of "standards." Whether or not the man has a diploma, whether or not he took college-preparatory courses, whether or not his mind is now ready for college-level instruction, the college must take him in. The mature man is not going to be satisfied with a course lacking the prestige of the college; even if he should be taking elementary algebra, it must be possible for him to get it without returning to the company of fourteen-year-old boys. Air Corps trainees seem to be definitely impressed with the fact that they are "going to college," even when they are covering high-school subject matter. In many post-war programs it may be necessary to use high-school facilities and teachers, but the prestige of such work must be carefully enhanced.

If it were possible to judge ability by educational background, the task of classification would be simpler. Post-war students of similar schooling, like the present trainees, will be unlike. They will come from different sections of the country, from schools of conspicuously varying quality. Before the war a college drawing from a limited area could count on some uniformity among high-school graduates, but now the geographical stirring of the war is mixing men from all states into the student body of any college, and regional differences are highlighted.

The case of Francis Polodnik (not his real name) illustrates the problem

of classification on the basis of background. When the classifying officer read the card that the man had filled out, he thought that Francis must have been careless in answering questions. The man had not gone to high school, college, or trade school. He had last been in school some eight years back. Yet his test scores, including measures of achievement, placed him well in the cream of the group, higher than many college graduates. An interview with the trainee disclosed that he had left school at the eighth-grade level, that he had been working as a mechanic and had picked up knowledge of science and mathematics on the job. He was thoroughly modest and did not consider his ability remarkable. Once the capacity of such a man is recognized, the responsibility to make good use of it is evident. This trainee justified expectations by earning excellent marks in his courses, even though he was in a group containing many college men.

While existing courses in schools and colleges form a satisfying logical sequence, the post-war schools must adapt radically to provide for the "illogical" educational histories of men who have skipped some stages in the sequence but have covered advanced materials in other ways. One is tempted to think of instruction based on short units rather than full courses, so that the student may fill his gaps rapidly and so conserve his precious time.

The need for compressed, yet effective, instruction suggests the impor-

tance of homogeneous grouping. A man who wishes to brush up his mathematics cannot afford to sit through a detailed coverage of arithmetic, in which he is proficient, before going into algebra; yet other students need the arithmetic badly. Many men will have but one year available for education after the war; they cannot be asked to waste any of that time. Experience suggests that, in a group such as that including the present trainees, at least five levels of instruction may be needed in one subject to obtain practicable homogeneity. While many factors prevent generalizing about the post-war problems in this regard, it is clear that the small college, accommodating incoming groups of a hundred or fewer, may not be able to provide effective instruction if it accepts students of all qualities to be found among the soldiers.

Needless to say, tests must play a major part in classification, since educational histories do not indicate readiness for further schooling. True, men of better background, on the whole, have higher scores on achievement tests and do better in classes. The exceptions, however, are numerous; many men who have taken advanced algebra cannot do a single problem on a simple algebra test. Developing suitable tests for classifying is a problem where experimentation, such as the United States Armed Forces Institute is undertaking, is badly needed.

Civilian classification will not be a simple matter of assigning a man to his level. He must concur in the judg-

ment made. The problem of counseling is especially difficult when a man overrates his abilities. Those college graduates who are deficient in basic subjects must start at an elementary level in order to meet requirements. Thrown into a class with men of less background, these men are often dissatisfied and unable to adjust to their situation. They may seek special privileges, ask questions intended to show off their proficiency, and otherwise disturb the morale of the group. These men, who wish to deny their own limitations, are driven by an acute need for recognition.

The same problem will recur after the war. Men who, before the war, were among the élite of the campus will have spent months or years in the anonymous ranks. The urge to recapture their former standing will make many of them overeager to re-enter exactly where they left off, regardless of forgetting. They may be unwilling to accept, as equals, men of equal ability who are not former college men. Because the need for status is intensely emotional, classification on a purely rational basis will have little success with these cases. Fortunately the majority of students seem to recognize classification as a process that serves their own best interests.

#### TEACHING METHODS

The returning students will not have wasted their time since leaving school in 1934 or 1939 or 1943. In civilian jobs and in the Army they have advanced beyond the relatively naïve and impractical student-mind

with which the teacher is familiar. The average boy in the "normal" class in beginning physics absorbs, in verbal form, concepts about engines and forces in the hope that he will recognize them in real contexts in later years. The post-war students will come to the class with a diverse and extensive assortment of concrete images and will need to learn the theories explaining them. The rule of proceeding from the known to the unknown will still apply; but in many fields—business, mechanics, interpersonal relations, international relations, and so on—the complex life-situation will be the known, and the neat, orderly theories and simple illustrations will be the unknown. To a degree, educational psychology must reverse the familiar theory-to-application order.

This richness of experience makes it more than ever necessary to avoid talking down to the men. They have now, and will have to a greater degree after the war, earned their maturity the hard way. They do not accept abstractions that are artificial, or opinions supported only by the authority of the opiner. A striking example of the reversal of role that will necessarily be commonplace occurred in a history class when the lecturer cited certain events as having occurred during the raid on Pearl Harbor.

"Sir," a soldier remarked, "I don't believe those facts are correct."

"Why, of course they are," said the instructor, indicating the sources of the information.

"But," the soldier returned, ending the argument, "I was there."

Eyewitnesses are not always accurate historians, but teachers must treat these offerings seriously rather than rest in the comfort of knowledge acquired through purely academic channels.

Then there was the case of the startled English professor. As class was dismissed, one student stopped to say:

"I didn't have time to write today's theme. Could I turn this in instead?" and handed the professor a copy of the *Saturday Evening Post*.

Scenting an attempt at humor, the teacher commented mildly that he did not see how a magazine article could help him judge the man's writing.

"Why not?" said the student. "I wrote it."

Questioning brought to light the man's experiences as a reporter and free-lance writer. This fact did not imply that he did not need instruction in English, but it did disclose the possibility of motivating that learning at a higher level.

As student experiences become more varied, it will be more than ever important to inform the teacher of that added equipment. While no procedure for obtaining such information has been used in Army training programs, it should be developed for post-war teaching. The Army interviews every man inducted and, on a qualifications card, lists carefully his training, job experiences, and interests. If the school can duplicate this procedure when it enrolls a man and can make that knowledge available to his teachers, learning may be related to back-

ground without waiting for chance events to point out such possibilities.

In general teachers have found the new type of student stimulating. The necessity of covering the allotted objectives in courses lasting only a month or so has made teachers exceedingly conscious of the improvement, or lack of it, that they are producing. When they are teaching a given topic repeatedly, they are greatly concerned if students find it obscure, and they then put forth effort and ingenuity to teach that material better. In regular courses which may have been taught by straightforward textbook-and-lecture methods, the high speed of the wartime training cruelly exposes the weakness of such techniques. Committees of teachers have written course outlines, laboratory work sheets, tests, and teaching plans and are constantly revising them.

Flexibility is a new acquisition for many teachers, and most of them find it enjoyable. Course 3 in the college catalogue can be taught year after year until the notes become rather musty, but in a military training program that procedure is impossible. Changes of schedule or new directives may inform the teacher that his group has but two weeks to finish a course for which he had counted on six. Conversely, men who have "finished" a course may suddenly be assigned to him for additional training. Such necessary demands focus attention on the question: What is of most worth? Instead of teaching a routine course, the teacher must analyze the needs of

his students and devote the short time available to the most urgent needs.

The same point of view will be required after the war. The average student cannot take a full four-year course and build an education out of the semester-length courses in the catalogue. Teachers must compress, select, and reorganize, since the need for speed in reconverting our manpower to peacetime usefulness will be as pressing as the emergency which made the present speed-up imperative.

Teachers are alert to the value of newer methods. In particular, there has been an emphatic swing toward instructional aids: charts, films, models, and so on. While the military services have made excellent use of such procedures, under the direction of training experts, the important finding from the experience of the college training program is that ordinary teachers, who have long overlooked these possibilities, are ingenious in putting them to work. When a training-aids department was established at the State College of Washington to construct or draw models, apparatus, or diagrams, teachers had almost no suggestions on how such a service could help them. For a month the staff was nearly idle, but by the end of another month ideas had snowballed into an overwhelming number of orders. The training-aids department can be a valuable asset both because of the new tools that it creates and because of the encouragement that it gives to imaginative develop-



ment of teaching methods. When peacetime courses are resumed, it can offer much to regular instruction.

The necessity of compacting training into the briefest possible time has required truly efficient teaching. The first thought in many cases was that adding hours of classes to the schedule was the best way to teach more. On the theory that men were in the service full-time and that learning was their main job, some schedules were loaded until men were carrying three times the number of contact hours normal in peacetime. This policy proved two things: (1) when men really want to learn, loads can be increased above the normal level; but (2) this increase has a definite point of diminishing returns. After loads reach a certain saturation point, any further speed-up is only harmful. Men must have an hour or more daily for their own purposes; when overloaded, they use study periods for relaxation in one form or another. Any attempt to enforce study under these conditions seriously lowers morale. On the other hand, under a schedule that the men accept as reasonable, study time is used for study.

The trainee lacks many of the study habits of the college student, however, and lessons must be adapted to his methods of learning. Assignments requiring reading and study of textbooks are done poorly; it is easy to give such work "a lick and a promise" without mastering it. Assignments involving definite problems, work sheets, and exercises, on the other hand, are pre-

pared thoroughly. It appears necessary to organize teaching around daily objectives, even though these are, to the teacher, aspects of longer units. If the men can, in a day, come to grips with one type of problem and do exercises on it, they learn successfully. If discussion must be continuous over several days, before they can use their knowledge, forgetting is troublesome, especially when tight schedules prevent review between class meetings. Problems are eagerly accepted. In fact, men request additional problems to work on, with no hope of credit or grade, after the finish of a course that they consider important.

After the war assistance with study tools will be important for men who have long been away from schools. In particular, the wide range of reading ability found among the trainees points toward the need for training in skilled reading so that schooling can be profitable. Air Corps men are selected by a test calling for reading; the unselected post-war group is likely to be even more diverse in its ability. It is clear that there will be far more need for remedial reading after the war than the normal high-school and college population required, since many intelligent men who once left school, partly because of reading handicaps, will now wish to continue.

A main tenet of modern education has been brought home forcibly to instructors in the program: teaching must be goal-related. The men in the college training program have one

goal—to become fliers. Any lesson that promises to help them to fly or to pass the tests used for classifying aircrew trainees is done well, but the men will not work merely to get a mark. Scheduled for, say, five subjects and knowing that their record in each subject will be considered in their further classification, many men nevertheless calmly devote all their study time to the two or three subjects that they feel most valuable. This attitude, of course, presents to each teacher the necessity of making his subject appear meaningful, both as a whole and in each day's work. In fact, the stock answer to any teacher who asks a supervisor how to teach a topic is, "Put an airplane in it."

Motivation is relatively simple in the college training program, where men are obsessed by the same goal, but the intensity of these men's interests in airplanes will be matched by the strength of the more varied ambitions among post-war students. Now it is valuable to discard stock illustrations of percentage, forces, or paragraphing and to replace them with exercises geared to Air Corps interests. After the war it may be necessary to prepare a wide variety of teaching materials related to the many types of goals. Mathematically, one percentage problem is very like another. Educationally, the plain fact is that men work harder on problems when they see that they directly contribute to their goals.

The men to be taught after the war will be adult and will be outspoken in

their reactions to the quality of teaching offered. Air Corps men are frank to praise or criticize, and their suggestions are penetrating and constructive. In view of the necessary "conversion" of teachers in order to expand the staff for the prescribed courses, the reaction of the men is interesting. They are quick to resent perfunctory teaching. Poorly prepared lessons and aimless activities are noted at once. The trainee knows that he cannot afford to waste even one hour. On the other hand, men are very appreciative of good teaching. They do not expect teachers to be equally skilled, but they look for an intelligent effort and are enthusiastic about teachers who take an interest in the men individually. Men do not criticize "made-over" teachers for lack of proficiency in subject matter. A poor explanation of a topic will be condemned, but not honest ignorance. Men are tolerant of teachers working under handicaps. One trainee, asked how his group was getting on with an admittedly inexperienced teacher, replied good-humoredly, "Oh, we get along fine. We even teach her something now and then."

#### ADMINISTRATION

The most striking change in administrative practice is the development of supervision of instruction. College teachers are generally self-sufficient in matters of course organization and teaching methods. Faced with the problem of filling Army needs, however, they welcome the

help that a supervisor can give. The basis of this supervision is the genuine, patriotic desire of teachers to do a good job of teaching. An equally strong motivation will be needed if this assistance is to be accepted after the war. Supervisors take a leading part in developing course outlines, preparing materials, and suggesting teaching methods, in addition to performing more strictly administrative duties. Supervisors cross-pollinate, as it were, suggestions from one teacher to another and one department to another. By visiting classes, obtaining reactions from the men, and analyzing more formal evaluations, supervisors are able to note weaknesses in teaching and to propose improvements. A teacher doing a superior job with some topic is often asked to demonstrate it before department meetings. These department meetings, devoted to intensive professional discussion of practical details of teaching, are in themselves a feature that schools might well use regularly.

Supervision has been implemented by simple types of research. Each graduating student is asked, for instance, to reply to a questionnaire calling for detailed criticisms of the program, which are made the basis for changes. Another type of study attempts to systematize marking prac-

tices. Teachers are aware of the importance of marks when they know that those records will affect the future classification of the men. Normal curves cannot apply to sections grouped on the basis of ability, but statistical analysis of the relation of each teacher's marks to the tested ability of the students can show whether his standards are too high or too low. These reports, transmitted through supervisors to avoid mechanical and unwarranted interpretation, have made teachers' marks far more uniform and meaningful than they customarily are.

In general the ideas that have worked in this program have been ideas that would mark good teaching in any time and place, but the special nature of wartime teaching has made the importance of skilled methods particularly apparent. The emphasis in this report on the successes of the college training program may suggest an uncritical attitude toward it. Actually evaluation is a constant activity, but weaknesses are viewed as problems to be solved rather than lamented. That so many of the hurdles met have been overcome is a great credit to the military authorities and to the ability of the teaching profession.

## PREPARATION IN ENGLISH OF PROSPECTIVE TEACHERS OF ENGLISH

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THE problem of what is the best pattern of preparation in English for prospective teachers of English in high schools has long been a subject of discussion among directors of teacher training, professors of English, high-school administrators, and the high-school teachers themselves. In order to secure a useful picture of the kind of training that is now being given in the various institutions of higher education in the state of Minnesota, fourteen colleges co-operated in the spring of 1942 in a study of (1) the requirements for the English major in the various institutions, (2) the specific courses in English taken by 177 candidates for the teacher's certificate, and (3) the extent of the candidates' knowledge of different phases of English as revealed by objective tests. The fourteen colleges participating included seven liberal-arts colleges, the six state teachers' colleges, and the College of Education of the University of Minnesota.

### REQUIREMENTS FOR TEACHER'S CERTIFICATE WITH ENGLISH MAJOR

The number of credits in the English major required by teacher-training institutions in the state was found

not to be a reliable indication of the amount of academic English actually required. The range of hours required is from 27.0 to 49.5 quarter hours, with an average of 30.9. In some institutions as many as twelve hours of Freshman English are counted as part of the major requirements, while in other institutions no Freshman English is included. A few colleges count nothing in the major except senior-college courses. Some colleges count a required course in speech as part of the English major, and some include in the English requirement such courses as methods of teaching English, student teaching, and courses dealing with high-school content material.

Thus one college which apparently requires a large amount of English for the major, fifty-two quarter hours, actually requires less academic English of higher-than-Freshman level than does another college requiring only forty hours, because the former includes, in its fifty-two-hour requirement, six hours of Freshman English and eight hours of high-school content courses, whereas the latter includes neither of these.

In general the teachers' colleges in Minnesota and the College of Educa-

tion of the University show a tendency to require as part of the major certain courses that are related, at the college level, to courses which are usually taught in high school or which will have a bearing on material taught in high school. These courses include American literature, advanced composition, survey of English literature, world literature, and speech. The arts colleges tend to allow more electives and to require a somewhat larger number of hours in the traditional courses concerned with literature produced in particular periods or by particular authors.

Two courses frequently mentioned by high-school teachers as being of value to them are not specifically required by any large number of colleges. These are courses in high-school literature, or literature for adolescents, and in contemporary literature. Only two of the fourteen colleges (both teachers' colleges) require a course in high-school literature; the College of Education of the University offers but does not require it; and only five colleges of the fourteen offer such a course. No college requires a course in contemporary literature. However, courses in contemporary literature, usually a course in some literary type, such as modern drama, recent poetry, etc., are elected by 87 per cent of the students in the College of Education, 63 per cent of those in the arts colleges, and 27 per cent of those in the teachers' colleges. Other courses, such as survey courses and those dealing with literary types, doubtless also offer

students some contacts with modern literature, but there is no definite requirement that students who are prospective teachers of English have such contacts.

The Minnesota state course of study in English for secondary schools presents a program which assumes that teachers of English in high school are proficient in the following areas: (1) written composition, (2) oral English or speech, (3) English literature or literary types, (4) American literature or literary types, (5) contemporary literature of both England and America, and (6) books for adolescents. In view of these requirements, it would seem that somewhat more emphasis on high-school literature and contemporary literature might be advisable in the teacher-training institutions. Recent emphasis on the literature of other countries, indicated in such reports as those of the National Council of Teachers of English, *Basic Aims for English Instruction*<sup>1</sup> and "The Role of the English Teacher in Wartime,"<sup>2</sup> would suggest that more emphasis should also be given to training in world literature.

In general the requirements in the teachers' colleges and the College of Education seem designed more direct-

<sup>1</sup> *Basic Aims for English Instruction*. Prepared by the Basic Aims Committee of the National Council of Teachers of English (Dora V. Smith, chairman). Pamphlet Publication No. 3. Chicago: National Council of Teachers of English, 1942.

<sup>2</sup> "The Role of the English Teacher in Wartime," *English Journal*, XXXI (February, 1942), 87-91.



ly to prepare teachers for the duties that they will perform in high school, whereas the liberal-arts colleges are more concerned with making provisions enabling the individual student to follow his own interests and with training in the English literary heritage.

#### COURSES IN ENGLISH TAKEN BY PROSPECTIVE TEACHERS

There is great variety in the courses in English taken by prospective teachers. The total range of hours taken was from twenty-four to seventy-eight quarter hours. Courses taken by more than half of the University students were American literature, survey of English literature, advanced composition, Shakespeare, speech, contemporary literature (any course), modern drama, and literature for adolescents. Courses taken by more than half of the teachers'-college students were American literature, survey of English literature, advanced composition, Shakespeare, speech, and world literature. Courses taken by more than half of the arts-college students were Shakespeare, speech, and contemporary literature (any course). There is more similarity in the courses taken by the University and the teachers'-college students than in the courses taken by either of these groups and the arts-college students.

#### MINORS TAKEN BY PROSPECTIVE TEACHERS

The subjects most frequently combined as minors with English majors

by the prospective teachers were history or social science, speech, and education. Next in order were French, music, German, and library science. According to the records of the Bureau of Recommendation of the University of Minnesota for 1941, the subjects most frequently called for in combination with English were speech, library science, physical education for girls, Latin, mathematics, science, social science, music, commercial subjects, and Spanish.

The situation with regard to the number of minors which individual students take and the number of credits required for a minor is little short of chaotic. Of the University group, 20 per cent took one teaching minor in addition to the major, 60 per cent took two, and 10 per cent took three. These courses were exclusive of the work in education required for the teacher's certificate. Students in the teachers' colleges tended to concentrate on one major with two minors (60 per cent), but about one-fourth of them combined two majors with one or more minors. The tendency of the arts-college students was to spread the work somewhat more. Fifteen per cent of the students combined a major in English with four minors; 33 per cent, with three; and 20 per cent, with two. Only 7 per cent of the students in the arts colleges had only one minor.

The number of hours required for a minor varies with institutions and with departments within institutions. The most frequently recurring num-

bers are eighteen and twenty-four quarter hours, with a range from eighteen to forty-two. The hours required for a minor in some departments in some institutions equal those required for a major in others. The arts colleges tend to count the required work in education (usually the 22.5 quarter hours required for the state teacher's certificate) as a minor, whereas students in the College of Education of the University, who take 26 hours in education, do not list it as a minor. On the average, students in the teachers' colleges take more work in education than do students in either of the other groups, but many of them do not count it as a minor.

#### RESULTS OF TESTS IN ENGLISH

The Cooperative English Test, Form OM, was used to measure the students' abilities in usage, spelling, and vocabulary; the Carroll Prose Appreciation Test, College Form, was used to measure ability to discriminate between good and poor selections of prose; the Cooperative Literary Comprehension Test, Form O, to measure ability to understand literary selections, both prose and poetry; and three tests constructed by the writer covered world literature, English and American literature, and literature for adolescents. In addition to these, the Otis Quick-scoring Mental Ability Test, Gamma Form AM, was used to obtain some indication of the general mental ability of the students included in the study. A summary of the test results is given in Table 1.

In general mental ability, as measured by the test used, the students in the three groups (teachers' colleges, arts colleges, and the University) were similar. On the tests in various phases of English some significant differences appeared among individual colleges and among groups of colleges. These differences were in favor of one group in one instance, and in favor of another group in another instance, no one group showing distinct superiority in all areas tested.

The students in the teachers' colleges and in one arts college showed significantly lower performance in English usage, spelling, and vocabulary (Cooperative English Test) than did those in the other arts colleges and in the University. There were no significant differences in the groups in their ability to discriminate between good and poor selections of prose, but the University students showed somewhat more ability to understand literary selections. In knowledge of world literature, the students in all groups showed somewhat similar performance, with the exception of those in one teachers' college, who were distinctly superior to those in all the other institutions. In English and American literature combined, all groups averaged about the same except for students in one arts college, who were low in relative performance. When English and American literature were considered separately, the arts-college students, with the exception of those in the college noted above, proved superior in knowledge

TABLE 1  
 SCORES ON INTELLIGENCE AND ENGLISH TESTS ADMINISTERED TO STUDENTS, PREPARING TO TEACH ENGLISH, IN TEACHERS' COLLEGES, ARTS COLLEGES, AND THE UNIVERSITY OF MINNESOTA

Test and Group of Students	Mean Score	Standard Deviation	Range of Scores
Otis Quick-scoring Mental Ability Test:			
Teachers'-college students.....	118.25	7.99	99-134
Arts-college students.....	118.72	7.64	103-132
University students.....	119.79	8.19	104-134
Cooperative English Test, Form OM:			
Teachers'-college students.....	232.28	32.19	119-290
Arts-college students*.....	247.68	23.64	206-287
University students.....	261.64	23.17	181-297
Carroll Prose Appreciation Test:			
Teachers'-college students.....	56.76	8.33	35-74
Arts-college students.....	54.92	11.92	31-74
University students.....	56.59	8.37	27-72
Cooperative Literary Comprehension Test, Form O:			
Teachers'-college students.....	52.00	11.32	13-76
Arts-college students.....	52.84	12.79	18-75
University students.....	59.18	7.63	45-74
World literature:			
Teachers'-college students.....	24.76	7.94	7-40
Arts-college students.....	22.08	7.44	4-42
University students.....	21.08	7.51	4-39
English and American literature:			
Teachers'-college students.....	76.90	17.01	37-114
Arts-college students*.....	81.90	18.46	51-121
University students.....	85.85	13.35	47-112
English literature:			
Teachers'-college students.....	41.61	11.67	18-63
Arts-college students*.....	48.11	11.22	25-71
University students.....	45.15	8.00	27-58
American literature:			
Teachers'-college students.....	35.16	8.10	13-51
Arts-college students*.....	33.79	9.12	14-50
University students.....	40.69	7.02	20-54
Literature for adolescents:			
Teachers'-college students.....	84.82	15.66	43-114
Arts-college students.....	76.20	17.40	25-108
University students.....	90.08	17.15	53-129

\* The scores for one arts college were so different from those of the other colleges in this group that the data from that college were omitted in the statistical treatment of the topics marked with an asterisk.

of English literature, and the University students in knowledge of American literature. On the test on literature for adolescents, the University and the teachers'-college students were similar in their performance, and both groups were superior to the arts-college students.

Wide variations in the performance of individual students in each college and in each of the three groups as a whole are worthy of note. On all the tests the range of scores made by the students was wide. On the tests in English and American literature and literature for adolescents, for instance, the student making the highest score answered correctly five times as many items as did the student making the lowest score. The students making low scores are equally eligible with those making high scores for certification to teach English in the high schools of the state.

#### CONCLUSION

Knowledge of academic subject matter is, of course, only one factor in teaching success, but it is an important factor. Furthermore, the amount of work that students can take in academic English must be determined in relation to the proportion of time necessary for their general cultural education and their professional training for teaching. A question which must be answered by those responsible for the training of teachers of English, with the help of the high-school administrators, is: To what extent

should the prospective teacher's program in college English be concerned with (1) his own cultural development, (2) the areas of subject matter which are fundamental to his success in high-school teaching, and (3) a depth of scholarship in his subject?

Evidence found in this study indicates that in the second and the third of these areas there are differences in the preparation of prospective teachers of English who have taken their training in the colleges of one state. These differences exist among individual students, among individual colleges, and among the groups of colleges. They apparently reflect differences in emphasis in the work required of, or taken by, the students. The problem, therefore, becomes one of determining the relative emphasis which should be given to various areas in which the prospective teacher is expected to be proficient. These areas, for the state of Minnesota, are written composition, oral composition or speech, English literature, American literature, world literature, literature for adolescents, and contemporary literature, with the suggested addition of world literature. If the prospective teachers of English are to serve the high-school pupils of the state equally well, it would seem advisable that there be some general agreement on the training in these areas and on the standards of proficiency required of teachers at the end of their training period.

## SELECTED REFERENCES ON SECONDARY- SCHOOL INSTRUCTION

### III. THE SUBJECT FIELDS—CONTINUED

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THIS third and final list of selected references on secondary-school instruction to appear in the current volume of the *School Review* contains items dealing with the subject fields not represented in the list published in the February issue, namely, industrial and vocational arts, agriculture, home economics, business education, music, art, and health and physical education. The present list, like the first and the second, follows a definition of "instruction" which includes its three main aspects of (1) curriculum, (2) methods of teaching and study and supervision, and (3) measurement.

#### INDUSTRIAL AND VOCATIONAL ARTS<sup>1</sup>

HOMER J. SMITH

University of Minnesota

215. BAWDEN, WILLIAM T. "Teacher Training after the War," *Industrial Arts and Vocational Education*, XXXII (December, 1943), 407-8.

A brief and concrete statement about the preparation and upgrading of industrial-arts instructors. Covers the increasing demand for such teachers, the patterns of preparation needed, the problems faced by

<sup>1</sup> See also Items 474 (Smith) and 480 (*Vocational Education*) in the list of selected references appearing in the October, 1943, number of the *School Review*.

higher institutions offering such training, and the programs of graduate students in the specialty.

216. BEACH, C. KENNETH. "Selection of Pupils in Vocational-Industrial Schools," *Industrial Arts and Vocational Education*, XXXII (November, 1943), 360-62.

A helpful summary of a questionnaire survey of seventy-three schools in thirty states with median enrolments of seven hundred. Gives data on general policies of selection, value of intelligence tests, interviews, and rank order of selection items or criteria.

217. HITCHCOCK, SAM. "Supervisor's Check List," *Industrial Arts and Vocational Education*, XXXII (October, 1943), 32A.

A one-page checking device for supervisors of war-production training. There are nine major classifications, such as "Office," "Toolroom," and "Quality of Instruction," and about a hundred sections and subsections.

218. JOHNSON, WILLIAM H., and FENN, ISADORE M. *Fundamentals of Industrial Arts and Vocational Education*. Chicago: Goodheart-Willcox Co., Inc., 1943. Pp. vi+138.

A handbook for students, teachers, supervisors, and others. There are eleven chapters on the history of the movement and its philosophy, curriculum, administration, methods, measurement, and the like. The volume is unique in that its major text matter is comprised of questions and answers, the latter carrying coded references to the works of well-known authors.



219. McLOUGHLIN, STUART. "Draftsmen, What of the Future?" *School Shop*, III (November, 1943), 18, 20.

A timely statement addressed to teachers of drawing which suggests objectives, offerings, content, and professional readiness to match conditions of the post-war period.

220. MAYS, ARTHUR B. "A New Industrial Arts for a New Day," *Industrial Arts and Vocational Education*, XXXII (December, 1943), 402-4.

Suggestions are made concerning requisite newness of course content; better portrayal of industrial conditions; wider availability of offerings; and the need of more school time for instruction in industrial arts. Attention is given, also, to work for the lower grades, relation to vocational-industrial education, and the recruiting of teachers.

221. MICHEELS, WILLIAM J., and KARNES, M. RAY. "Construction of Written Achievement Tests," *Industrial Arts and Vocational Education*, XXXII (September and October, 1943), 269-74, 307-12.

Two articles crowded with detailed suggestions and sample materials concerning measurement in the field of industrial teaching.

222. "Slide Films and Motion Pictures To Help Instructors—A Catalogue." Detroit, Michigan: Jam Handy Organization (2900 East Grand Boulevard), 1943. Pp. 84.

A detailed and illustrated inventory of available slide films and sound motion pictures in the older and the wartime school shop and drawing subjects, plus mathematics, physics, foremanship, instruction methods, production processes, etc. While limited to the offering of the named sales organization, the catalogue is eye-opening for industrial teachers of all kinds and worthy of reference use by youth and adults in schools.

223. STEIN, EDWARD. "Shop Student Personnel Organization," *School Shop*, III (September, 1943), 8, 15.

A brief and clear explanation of a plan for relieving the shop teacher of many minor responsibilities and, in addition, developing desirable abilities and traits in students.

224. *Teaching Techniques in the Armored School*: Vol. I, *Principles of Learning and Analysis of Subject Matter*, pp. vi+42; Vol. III, *Principles of Evaluation*, pp. vi+62. Fort Knox, Kentucky: Teacher Training Department, Armored School, 1943.

The four chapter headings of Volume I—"The Student," "The Instructor," "Principles of Learning," and "Analysis of Subject Matter"—truly suggest the content of this specific yet generally useful bulletin. The chapter on identification and organization of instructional units is especially clear and strong. Volume III presents an exceptionally fine treatment of "measurement" as applied in teaching, in industrial teaching, and in teaching in the Armored School. Many illustrative and pattern materials are included.

225. TWOGOOD, ARTHUR P. *A Brief Analysis of the Instructor's Job*. Ames, Iowa: Division of Vocational Education, Iowa State College of Agriculture and Mechanic Arts, 1943. Pp. 36.

The content of this bulletin is presented under three sectional titles, "Administrative," "Instructional," and "Personal." Opens with a comprehensive analysis chart, which outlines the more complete breakdown and organization of content to follow.

226. WRIGHT, J. C. *Vocational Training Problems When the War Ends*. United States Office of Education, Vocational Division Leaflet No. 12, 1943. Pp. vi+40.

Seven parts of the bulletin refer to the general situation, and problems affecting all fields of vocational education, trade and industrial education, agricultural education, homemaking education, business education, and occupational information and guidance. There are four worth-while charts and a brief statement of conclusion.

## AGRICULTURE

T. E. SEXAUER

Iowa State College of Agriculture  
and Mechanic Arts  
Ames, Iowa

227. ALBERTY, HAROLD BERNARD. "The Eight-Year Study and Its Implications for Agricultural Education," *Agricultural Education Magazine*, XV (May, 1943), 214.  
A discussion of the meaning for agricultural education of the Progressive Education Association's Eight-Year Study.
228. ALBRECHT, WILLIAM ALBERT. "The Fertility Problem of Our Soils," *Agricultural Education Magazine*, XV (February, 1943), 144-45, 155.  
The importance of soil fertility is brought out in a careful, interesting manner. This material will be helpful not only to vocational teachers but also to vocational students.
229. AMSBERRY, R. L. "Factors Which Contribute toward Regular Attendance in the Comprehensive Adult Schools," *Agricultural Education Magazine*, XV (January, 1943), 131.  
Results of a survey show that adults will attend comprehensive adult schools regularly if they are interested in the subjects offered.
230. BARTLETT, HERBERT F. "A Student Harvest-Work Program," *Agricultural Education Magazine*, XV (June, 1943), 226-27, 235.  
The teacher at West Springfield, Massachusetts, solved in an excellent manner the problem of organizing a program to help farmers at harvest time.
231. CAREY, CHARLES D. "A Cooperative F.F.A. Market," *Agricultural Education Magazine*, XV (May, 1943), 216.  
The co-operative market idea may be used effectively in many chapters. The plan here suggested will eliminate most of the ordinary mistakes.
232. COOK, GLEN CHARLES. "Rural War Production Training and the War Effort," *Agricultural Education Magazine*, XV (January, 1943), 132-33.  
It is necessary that we have objectives if we are going to teach successfully. This article has a very good list.
233. DIEHL, KENNETH. "The Success of the Supervised Practice Program Depends on the Teacher," *Agricultural Education Magazine*, XV (March, 1943), 168-69.  
Many teachers have agreed that the supervised practice program depends on the teacher, but the suggestions made here emphasize the idea strongly.
234. EUGENE, SELMER A. "The Importance of Vocational Agriculture Students' Keeping Accurate Farm Records," *Agricultural Education Magazine*, XV (January, 1943), 126-27.  
Provides several good suggestions for teaching farm record-keeping.
235. GARRIS, E. W. "Future Farmers and Future Homemakers Co-operate at Largo, Florida," *Agricultural Education Magazine*, XVI (July, 1943), 7, 18.  
The program developed at Largo by the Future Farmers and Future Homemakers is a splendid example of what the vocational-agriculture teacher and home-economics teacher can do through co-operation.
236. HAMMONDS, CARSIE. "Making Vocational Agriculture More Educational," *Agricultural Education Magazine*, XVI (August, 1943), 24-25, 35.  
An effective discussion of the prevalent idea that vocational agriculture is not educational.
237. KIRKLAND, JAMES BRYANT. "Getting Farmers To Adopt Improved Practices," *Agricultural Education Magazine*, XVI (July, 1943), 10, 12.  
The suggestions offered in this article will not only get farmers to adopt improved practices but will lead them to make an effort to secure more and better practices.

238. LATHROP, FRANK WALDO. "The History of Agricultural Education in the United States," *Agricultural Education Magazine*, XV (April, 1943), 184-85, 190.

Interesting and useful material for the teachers in vocational agriculture who know little of the history of vocational agriculture in their own states, much less in the United States.

239. MCPHEE, JULIAN A. "Readjustments in the Supervisory Programs To Meet the War Situation," *Agricultural Education Magazine*, XV (March, 1943), 164-65, 173, 175.

Ten items are discussed for making readjustments in the supervisory program.

240. MORGAN, BARTON. "Fighting with Learning," *Agricultural Education Magazine*, XVI (August, 1943), 23, 38.

Sets forth what is possible with a strong program in education.

241. MURRAY, RAY A. "Availability of Research," *Agricultural Education Magazine*, XV (February, 1943), 154-55.

It seems that much of the research material in vocational education is not made available to the personnel in the field. A score card indicating ways of making the results available will be found useful.

242. MYERS, WILLIAM IRVING. "Why Do We Have a Food Problem?" *Agricultural Education Magazine*, XVI (October, 1943), 64-65, 73, 78.

Written by an author with wide experience in handling food problems, this article is clear, concise, and helpful.

243. MYSTER, ALONZO M. "Agricultural Education for Negroes," *Agricultural Education Magazine*, XVI (September, 1943), 45, 56, 57.

In an interesting, logical, and fair manner, presents the need for, and the opportunities in, a program of agricultural education for Negroes.

244. SASMAN, LOUIS MILTON. "Organizing and Conducting OSYA Courses," *Agricultural Education Magazine*, XV (May, 1943), 212-13.

The results based on the suggested plan are gratifying and show what can be done through proper organization.

245. SMITH, W. A. "Will We Keep Pace with Adult Education?" *Agricultural Education Magazine*, XV (April, 1943), 190. Adult education is more important now than ever, yet some teachers are neglecting their opportunities for organization. The ideas in this article will be very helpful.

246. WRIGHT, CARLTON E. "Occupational Distribution, Entrance into Farming, and Opportunities for Farming of Former Students of Vocational Agriculture," *Agricultural Education Magazine*, XVI (July and August, 1943), 14-15, 34-35.

It is generally believed that those who take vocational agriculture will enter farming. This article gives enlightening information in this matter.

## HOME ECONOMICS

RUTH TOWNSEND LEHMAN  
Ohio State University

247. DISSINGER, KATHERINE. "A Practical Curriculum for the Rural High School Girl," *Practical Home Economics*, XXI (February, 1943), 56, 76.

Describes the curriculum in home economics which was developed in a school made up primarily of rural pupils.

248. HATCHER, HAZEL M. "What Research Offers to the Homemaking Teacher," *Journal of Home Economics*, XXXV (March, 1943), 151-53.

Discusses research as an aid in helping the teacher recognize and solve problems and as a means of increasing professional knowledge. Reports preliminary findings of the

Michigan study of superior homemaking teachers and those having difficulty.

249. "The Home Economics Teacher: Her Service in Wartime," *Journal of Home Economics*, XXXIV (November, 1942), 638-46.

A statement prepared by the Home Economics Service of the United States Office of Education, which discusses possible services of the home-economics teacher to adults and older youth, to young children, and to groups concerned with elementary-school, high-school, or college students.

250. *How Home Economics Teachers Help Consumers with Their Wartime Problems*. Consumer Education Service, Series 7, No. 8. Washington: Department of Elementary and Secondary Schools, American Home Economics Association, 1943. Pp. 24.

A collection of accounts of units of work in consumer education contributed by home-economics teachers in various parts of the United States.

251. KAVANAUGH, MARY T. "Chicago Launches All-School Nutrition Program," *Forecast for Home Economists*, LIX (January, 1943), 30-32, 38, 40, 44.

Describes the co-operative efforts of a number of subject-matter departments in developing better food habits and better nutrition.

252. MARTIN, ETHEL AUSTIN. "The School Lunch," *Forecast for Home Economists*, LIX (January, 1943), 35-36, 38.

Discusses ways of making the school lunch an effective agency in nutrition education.

253. "Mobilizing Home Economists for the War and Post-war Years," *Journal of Home Economics*, XXXV (September, 1943), 415-23.

Summarizes the thinking of various working communities during the June, 1943, Wartime Institute of the American Home Economics Association.

254. MORE, LOTTIE E., and COY, S. CLAY. "Homemaking in a Relocation Center," *Practical Home Economics*, XXI (July-August, 1943), 256-58, 276.

Describes the educational program developed around very real needs of Japanese-American girls in a Colorado center.

255. PATTISON, MATTIE. "Teacher-Pupil Planning," *Journal of Home Economics*, XXXV (March, 1943), 144-48.

Lists some assumptions basic to education for democratic participation. Discusses teacher guidance of group projects in terms of motivating pupils, developing ability to generalize, and learning to know one's pupils.

256. PEARSON, MILLIE. "Democratic Procedures in High-School and College Teaching," *Educational Administration and Supervision*, XXIX (February, 1943), 87-95.

Discusses the characteristics of democratic learning experiences and presents conclusions based on the provision of such experiences to high-school home-economics students and to teachers in training.

257. PRICE, HAZEL HUSTON. "Measuring Ability To Make Wise Decisions," *Journal of Home Economics*, XXXV (June, 1943), 349-52.

Describes three procedures used in a study of the measurement of decision-making ability: an analysis of recently made decisions of high-school and college students, the construction and use of a pencil-and-paper test, and a teacher's check list of questions concerning the girl's behavior in general and laboratory situations.

258. PRIEUR, MARJORIE. "Personal Guidance in Home Economics," *Educational Research Bulletin*, XXII (May 12, 1943), 118-22, 141-42.

Describes the types of guidance given to home-economics students in relation to problems revealed by the Problem Check List devised by Ross L. Mooney.

259. SPAFFORD, IVOL. "Adjusting Home Economics to Wartime Needs," *School Review*, LI (January, 1943), 33-38.

Discusses the contribution that home economics can make in meeting the problem of teacher shortages in science, in helping pupils make a contribution to the war effort, in promoting work experience, in helping pupils meet problems of everyday living, and in providing training for out-of-school youth and adults.

260. SPAFFORD, IVOL. "Teaching Nutrition in Wartime," *Practical Home Economics*, XXI (January, 1943), 8-10, 32; "Teaching Housing in Wartime," *ibid.* (February, 1943), 50-52; "Teaching Management in Wartime," *ibid.* (March, 1943), 95-96; "Teaching Clothing in Wartime," *ibid.* (April, 1943), 134-36, 159; "Teaching Family Living in Wartime," *ibid.* (May, 1943), 170-72, 198-200; "Teaching Values in Wartime," *ibid.* (June, 1943), 213, 242-44.

An excellent series of articles in which the author considers problems presented by the war and how these should influence the teacher's objectives, choice of content, and teaching methods.

261. WALSH, LETITIA. *The Carry-over into Homes of the Teaching of Family Living to In-school and Out-of-school Youth*. Washington: American Vocational Association, 1943. Pp. 18.

Reports an analysis of three thousand evidences of students' changed behavior in family living. Discusses conditions that seemed to facilitate such changes, proposes criteria for evaluating carry-over, and relates carry-over to the curriculum and methods of teaching.

262. WILLIAMSON, MAUDE. "Education for a Democratic Way of Life," *Practical Home Economics*, XXI (July-August, 1943), 254-55, 277.

Discusses the contribution which home-making education may make in developing with boys and girls the ideal of the democratic family and attitudes essential for democratic living.

## BUSINESS EDUCATION<sup>1</sup>

FREDERICK J. WEERSING  
University of Southern California

EDWIN A. SWANSON  
Arizona State Teachers College  
Tempe, Arizona

263. BECKLEY, DONALD K. "Bibliographies for Retail Teachers and Students," *Journal of Business Education*, XVIII (January, 1943), 23-25.

The best bibliography of the year in this field.

264. BENNETT, LOUISE A. "What Happens to a Secretarial Student after Graduation," *Balance Sheet*, XXV (September, 1943), 12-13.

A report of a follow-up study of graduates of the secretarial department of Stephens College, Columbia, Missouri.

265. BILLETER, PAUL EDWARD. "Predicting Success in Training Army Stenographers," *Journal of Business Education*, XIX (October, 1943), 13-14.

A report of experience at Pasadena Junior College in training two groups of United States Army stenographers.

266. DEEMER, WALTER L., and RULON, PHILLIP J. *An Experimental Comparison of Two Shorthand Systems*. Harvard Studies in Education, Vol. XXVIII. Cambridge, Massachusetts: Harvard University Press, 1942. Pp. xxiv+294.

A study of the relative merits of Script shorthand and Gregg shorthand.

<sup>1</sup> See also Item 364 (Mendenhall and Harap) in the list of selected references appearing in the September, 1943, number of the *Elementary School Journal* and Item 638 (Hunsinger) in the December, 1943, number of the same journal. Item 480 (*Vocational Education*) in the list of selected references appearing in the October, 1943, number of the *School Review* includes a chapter by Frederick G. Nichols, "Business Education—Clerical and Distributive," which is a critical evaluation of present-day business education.



267. "Distributive Education," *National Business Education Quarterly*, XI (March, 1943), 5-59.
- The entire issue is devoted to a series of articles covering such topics as historical development, progress since passage of the George-Deen Act, and teacher training.
268. FORKNER, HAMDEN L. "Vocational Rehabilitation: The Biggest Job Confronting Us," *Business Education World*, XXIV (November, 1943), 131-34.
- A timely article on problems related to methods, personnel, guidance, and responsibility for rehabilitation of demobilized servicemen.
269. FREEMAN, M. HERBERT (compiler). *Bibliography of Research Studies in Business Education, 1920-1940*. Sponsored by Delta Pi Epsilon Fraternity. New York: Business Education World (270 Madison Avenue), 1943. Pp. viii+56.
- An author, subject, and institutional index of 1,148 Masters' and Doctors' theses on business education reported to the United States Office of Education during the period indicated.
270. FULLER, DONALD C. "Reading for Typewriting," *Journal of Business Education*, XIX (September, 1943), 19-21; (October, 1943), 19-20; (November, 1943), 11-12, 16.
- Findings of a study of reading scores and of photographs of eye-movements during ordinary reading and typewriting by one hundred subjects.
271. HORN, ERNEST, and PETERSON, THELMA. *The Basic Vocabulary of Business Letters*. Gregg Business Education Series, Vol. V. New York: Gregg Publishing Co., 1943. Pp. 236.
- Based on approximately 1,500,000 running words of business-letter material gathered from 150 sources in 26 fields of business.
272. HUGHES, EUGENE H. (editor). *Business Education Index, 1942*. Sponsored by Delta Pi Epsilon Fraternity. New York: Business Education World (270 Madison Avenue), 1943. Pp. xii+48.
- The third annual index of leading periodicals in the field.
273. "Indiana Business Enrolments Studied," *Business Education World*, XXIII (December, 1942), 225-26.
- Data on grade placement and enrolments in business subjects in 748 high schools, reported from a compilation by Helen Wood and Agnes Meehan.
274. LESLIE, LOUIS A. "Classroom Psychology for Shorthand and Typewriting," *Business Education World*, XXIII (November, 1942; January, February, March, April, and May, 1943), 121-22, 252-53, 373-74, 418-19, 475-76, 541-42.
- Applications of psychology to teaching of skills, with practical suggestions for classroom use.
275. MARTIN, THOMAS B. *State Certification of Business Instructors*. Bulletin No. 31. Knoxville, Tennessee: National Association of Business Teacher-training Institutions (Benjamin R. Haynes, % School of Business Administration, University of Tennessee), 1943. Pp. 30+charts.
- Brings up to date under one title the available data on this subject.
276. OSBORNE, AGNES ELIZABETH. *The Relationship between Certain Psychological Tests and Shorthand Achievement*. Teachers College Contributions to Education, No. 873. New York: Teachers College, Columbia University, 1943. Pp. 58.
- A comprehensive analysis of research dealing with prognosis of success in shorthand.
277. PEARMAN, WILLIAM IRVIN. "An Experiment with a Short Course in Typewriting," *Balance Sheet*, XXIV (March, 1943), 292-93, 335.

- A significant experiment with intensive methods carried on at the Y.M.C.A. Evening High School of New York City.
278. *The Principles of Business Education*. Eighth Yearbook of the National Business Teachers Association. Bowling Green, Kentucky: National Business Teachers Association (J. Murray Hill, secretary, % Bowling Green Business University), 1942. Pp. xx+208.  
The third in a series of well-organized, carefully planned yearbooks, each designed to deal comprehensively with a particular aspect of the entire field in a comprehensive way. This volume presents a concise discussion of fifty-seven "principles" relating to general and specific problems in the field.
279. "Research and the Business Classroom Teacher," *National Business Education Quarterly*, XI (May, 1943), 4-64.  
The fourth of an annual series intended to interpret research and research techniques of special significance to high-school teachers of business subjects.
280. ROWSE, EDWARD J. "Twenty Years after Graduation," *Balance Sheet*, XXV (November, 1943), 103-5.  
A report of a twenty-year follow-up study of an entire graduating class from the Boston High School of Commerce.
281. SPINDLER, CHARLES R. "Business Machines for School Laboratories," *Journal of Business Education*, XVIII (March, 1943), 15-16; (April, 1943), 19-20, 27; (May, 1943), 19-20.  
Sets up criteria for the selection of office machines.
282. "The Status of Business Education," *Business Education World*, XXIV (October, 1943), 82-90.  
A pronouncement from the Vocational Division of the United States Office of Education, including comments from prominent leaders in the field.
283. TUCKMAN, JACOB. "A Study of the Turse Shorthand Aptitude Test," *Journal of Business Education*, XIX (November, 1943), 17-18.  
Presents correlations of scores on the American Council on Education High School Examination with scores on the Turse Shorthand Aptitude Test.
284. *Wartime Problems in Business Education*. Sixteenth Yearbook of the Eastern Commercial Teachers Association. New York: Eastern Commercial Teachers Association, 1943. Pp. xiv+416. (For sale by University Book Store, New York University.)  
Various authors treat the effect of the war on general and special phases of business education, including the teaching of the various subjects.
285. *Wartime Suggestions for Business Teachers*. Prepared by Delta Chapter of Delta Pi Epsilon of the University of Cincinnati. Monograph 59. Cincinnati, Ohio: South-Western Publishing Co., 1943. Pp. 58.  
A classified bibliography with brief digests of selected articles appearing in business-education periodicals during 1942 and 1943.

MUSIC<sup>1</sup>

V. HOWARD TALLEY

University of Chicago

286. BURROWS, RAYMOND MURDOCK, and REDMOND, BESSIE CARROLL (compilers). *Symphony Themes*. New York: Simon & Schuster, Inc., 1942. Pp. 296.  
Lists principal and secondary themes of the movements of one hundred of the most important symphonies, the best available

<sup>1</sup> See also Items 538 (Bohman and Dillon), 540 (Connette), 543 (Jones), 544 (Mursell), and 549 (Thompson) in the list of selected references appearing in the November, 1943, number of the *Elementary School Journal* and Item 621 (Blyler) in the December, 1943, number of the same journal.

- recordings of the symphonies, books about the symphony, etc.
287. CHEYETTE, IRVING. "A Course of Study in Instrumental Music," *Educational Music Magazine*, XXII (January-February, 1943), 10-11.  
Provides a condensed course of study for all grades, from the primary to the senior high school, for academic subject teachers who may, in these times, have the teaching of music thrust upon them.
288. DORIAN, FREDERICK. *The History of Music in Performance*. New York: W. W. Norton & Co., Inc., 1942. Pp. 388.  
Traces the development of the art of interpretation from the Renaissance to the present. Based largely on authenticated musical scores and on documentary statements of composers.
289. EWEN, DAVID. *Dictators of the Baton*. Chicago: Alliance Book Corporation, 1943. Pp. x+306.  
Sketches, primarily biographical, of thirty contemporary conductors, American and foreign. Writing in a popular vein, the author is more concerned with personality and incidents in the conductors' careers than with analyses of conducting technique.
290. GORDON, PHILIP. "The Improvement of High School Music," *Curriculum Journal*, XIV (March, 1943), 128-30.  
Describes the gap between "vocal" and "instrumental" teachers—a division fostered by pre-professional training in colleges—and the resulting dearth of well-trained teachers of appreciation, also due to neglect of this field by the colleges.
291. HARRISON, F. L. "An Approach to Creative Music in Schools," *School* (Secondary Edition), XXXI (February, 1943), 523-27.  
Provides a basis for the teaching of high-school harmony as an exercise in creative writing. Tables of procedures, with musical examples, are included.
292. MCDANIEL, DAVID E. "Source Books for the Music Collector," *Hobbies*, LXVIII (June, 1943), 95; (July, 1943), 97-98.  
Suggests books desirable for a private music library, covering topics of history and appreciation, biography, hymnody, folk songs, and opera.
293. MADISON, THURBER HULL. *Interval Discrimination as a Measure of Musical Aptitude*. Archives of Psychology, No. 268. New York: Columbia University, 1942. Pp. 100.  
Reports the construction and use of an exploratory test of musical aptitude based on the individual's ability to perceive tonal relationship. Data are presented to show that the instrument distinguishes musical ability on levels ranging from eighth grade to the conservatory.
294. MORGAN, RUSSELL V. "Music in School Instruction," *Review of Educational Research*, XIII (April, 1943), 200-204.  
Reviews, and supplies a list of, the most recent research results in "Subjective or Interpretative Aspects of Music," "Musical Talent and Aptitude," and "Instruction and Administration."
295. MURSELL, JAMES L. "Music and the Redefinition of Education in Post-war America," *Music Educators Journal*, XXIX (April, 1943), 12-15; (May, 1943), 8-11.  
Shows how trends in American education, developed in the past twenty-five years and accelerated by the present war, will affect music education in the future.
296. WATKINS, JOHN GOODRICH. *Objective Measurement of Instrumental Performance*. Teachers College Contributions to Education, No. 860. New York: Teachers College, Columbia University, 1942.  
Reports the results of an objective test designed to measure sight-reading ability and technical skill in terms of sight and practiced performance on the cornet. Claims, among other outcomes, "that objective measurement of musical perform-

ance on an instrument is possible" and that the procedures used in this test may be applicable to other achievement tests.

297. WILLIAMS, GENEVA D. "The Effect of Order of Appearance on the Appreciation of Musical Selections," *Journal of General Psychology*, XXVII (October, 1942), 295-310.

The order in which musical compositions are performed has a measurable effect on audience reactions. Suggests that a broader selection of music, including popular music, would attract larger audiences, with no diminution in appreciation value for any of the selections.

### ART

W. G. WHITFORD

University of Chicago

298. *Art Education and the War*. Sponsored by Members of the Fine Arts Staff of Teachers College, Columbia University. New York: Teachers College, Columbia University, 1943. Pp. 70.

Ninth edition of *Art Education Today*. Contains eight discussions centering in the challenge and opportunities for experimentation in art under wartime conditions as follows: "The Present Crisis and the Museum"; "Resourcefulness in Wartime"; "The Child Artist"; "Housing, the People, and Progress"; "High School Art Activities in Wartime"; "Design with Illinois Native Materials"; "Soviet Painting"; and "Art Education in England."

299. BROWNE, SIBYL, in collaboration with ETHEL TYRRELL, GERTRUDE M. ABBIH, CLARICE EVANS, and OTHERS. *Art and Materials for the Schools*. P.E.A. Service Center Booklet 2. New York: Service Center Committee, Progressive Education Association, 1943. Pp. vi+112.

A useful handbook for teachers wishing to adapt their art programs to wartime conditions and needs. Contains suggestions that will be helpful from kindergarten

through high school. Appropriate bibliographies are supplied with each type of activity discussed.

300. FAULKNER, RAY N., and DAVIS, HELEN E. *Teachers Enjoy the Arts*. Prepared for the Commission on Teacher Education. Washington: American Council on Education, 1943. Pp. viii+58.

This report is an outgrowth of the strong interest of the Commission on Teacher Education in the role of art in the education of teachers in general. It clearly describes what was actually done in the art programs at five summer workshops during the year of 1940-41.

301. HALL, RUTH MASON, and HALL, A. N. *Home Handicraft for Girls*. Philadelphia: J. B. Lippincott Co., 1941. Pp. 360.

A guidebook for the girl "in the use of her own hands and creating her own amusements." A wide range of topics is included, such as "Accessories for Your Bedroom," "Accessories for You," "Weddings and Birthdays," "Indoor Gardening," "Outdoor Gardening," "Marionettes for Fun," and "The Art of Photography."

302. HARRIS, RUTH GREEN, and PICCOLI, GIROLAMO. *Techniques of Sculpture*. New York: Harper & Bros., 1942. Pp. xii+88.

A simple, creative approach to expression in the plastic arts. Essentials of sculpturing are discussed, and illustrations of historic and modern examples of sculpture are given.

303. HULL, JOSEPH WILLIAM. *Perspective*. Art Laboratory Manual. Berkeley, California: University of California Press, 1943. Pp. 64.

The author's method will be of great assistance to the art student in achieving good draftsmanship, whether applied to easel painting, industrial design, architectural drawing, production illustration, interior decoration, or poster-planning and advertising illustration.

304. KIEFER, LEROY E. "Industrial Camouflage," *Western Arts Association Bulletin*, XXVII (January, 1943), 8-13.  
A general discussion of a wartime topic having interest for schools engaged in adapting programs to present conditions and needs.
305. LAWSON, PHILIP J. *Practical Perspective Drawing*. New York: McGraw-Hill Book Co., Inc., 1943. Pp. x+216.  
Presents the fundamental geometrical and optical principles of perspective rendering. An inclusive book on the techniques used in the drawing of (1) simple basic forms, (2) actual objects derived from these forms, and (3) groups of objects in perspective composition.
306. LEWIS, ETHEL. *Decorating the Home*. New York: Macmillan Co., 1942. Pp. xxviii+574.  
For amateurs, professionals, and students. A clear, detailed, and practical discussion of interior decorating applicable to all income levels. More than three hundred carefully chosen pictures and diagrams show types of interiors and details of furnishings.
307. LUNN, DORA. *Pottery in the Making*. Peoria, Illinois: Manual Arts Press, 1943. Pp. 96.  
A handbook for teachers and individual workers. Presents the educational side of handwork, with simple and clear discussion.
308. POPULAR SCIENCE MONTHLY, EDITORIAL STAFF. *The War-Time Guide Book*. New York: Popular Science Publishing Co., Inc., 1942. Pp. vi+260.  
An encyclopedia of helpful suggestions for homemakers and a book of value to teachers of the fine and industrial arts in solving many problems arising in studio and shop maintenance. In two parts: "Make It Yourself," giving formulas, recipes, methods, and secret processes for the handy man in meeting a multitude of household needs, and "Fix It Yourself," presenting directions for home maintenance and home repairs in carpentry, plumbing, electrical equipment, concrete, metal work, and automobiles.
309. SAINT-GAUDENS, HOMER. *The American Artist and His Times*. New York: Dodd, Mead & Co., 1943. Pp. 332.  
Traces the course of America's art from its earliest beginnings in the folk art of the New England colonists. Such artists as Copley, Stuart, Samuel F. B. Morse, Doughty, Cole, Innes, La Farge, Homer, Eakins, Ryder, Whistler, Sargent, Cassatt, and many others are discussed.
310. TAUBES, FREDERIC. *Studio Secrets*. New York: Watson-Guption Publications, Inc., 1943. Pp. xi+134.  
Reveals successful techniques for the creation and preservation of paintings, heretofore unknown or unheeded by artists. In two parts: "Oil Painting Materials and Practices" and "Making and Finishing Picture Frames." An unusually practical treatise based on fundamental principles and procedures often ignored in painting classes.
311. WINSLOW, LEON L. "Art Education in Baltimore," *Design*, XLV (October, 1943), 3, 21-23.  
Discusses the new art curriculum, art scholarships, the Carnegie grants, the school museum, and trends in art education in the Baltimore city school system.
312. ZWEYBRUCK, EMMY. *Hands at Work*. Springfield, Massachusetts: Holden Publishing Co., 1942. Pp. 46.  
A book of simple decorative design projects and applications for schools, recreational groups, occupational therapists, and amateur artists and craftsmen. Contains directions for the following projects that are so clear and direct that persons with little or no art training may produce excellent results: linoleum and wood-block printing, cross-stitch and net embroidery, greeting cards, stenciling, jigsaw figures, textile decoration, and silk-screen printing. Illustrated with halftone and full-color plates.



# HEALTH AND PHYSICAL EDUCATION<sup>1</sup>

DAVID K. BRACE

University of Texas

313. CASSIDY, ROSALIND, and KOZMAN, HILDA C. *Fitness First—A Physical Fitness Workbook for High-School Girls*. New York: A. S. Barnes & Co., 1943. Pp. 32.

To be placed in the hands of high-school girls as a guide for improvement in fitness.

314. CASSIDY, ROSALIND, and KOZMAN, HILDA C. *Physical Fitness for Girls*. New York: A. S. Barnes & Co., 1943. Pp. xvi+224.

Written as an aid in teacher education and curriculum planning. Emphasis is placed on orienting the teacher and professional student toward the meaning of physical fitness.

315. COLESTOCK, CLAIRE, and LOWMAN, CHARLES LEROY. *Fundamental Exercises for Physical Fitness*. New York: A. S. Barnes & Co., 1943. Pp. 314.

A presentation of carefully selected corrective exercises for individuals and groups for improvement in physical fitness.

316. DRECKHAHN, VIVIAN V., and EXTON, BESS. "The Packed Lunch," *Journal of Health and Physical Education*, XIV (February, 1943), 84-85, 117-118.

Helpful suggestions on planning and packing the lunch so that it will meet nutritional standards as one of the day's meals, with emphasis on school procedures.

317. DROUGHT, ROSE ALICE. *A Camping Manual*. New York: A. S. Barnes & Co., 1943. Pp. viii+168.

Will be helpful to those who act as counselors at camps or who wish practical suggestions on setting up and managing a camp.

318. *Handbook on Physical Fitness for Students in Colleges and Universities*. Prepared by a committee appointed by the U.S. Commissioner of Education with the collaboration of the U.S. Army, the U.S. Navy, the U.S. Public Health Service, and the Physical Fitness Division of the Office of Defense Health and Welfare Services. Washington: Government Printing Office, 1943. Pp. viii+140.

Prepared by a committee, this handbook deals with essentials in health and physical education for men and women in colleges. Can serve as a guide in developing physical-fitness programs.

319. MCCLOY, C. H. "Home Calisthenics," *Journal of Health and Physical Education*, XIV (January, 1943), 15-18, 56-58.

An illustrated set of conditioning exercises requiring no equipment and suited for home use. Includes home physical-fitness tests and drills for men and women.

320. MASON, BERNARD STERLING. *Junior Book of Camping and Woodcraft*. New York: A. S. Barnes & Co., 1943. Pp. viii+120.

Boys and girls will find this attractive book a fascinating storehouse of information on camping.

321. "Meeting Teacher Shortage in War-time Physical Education," *Education for Victory*, II (September 15, 1943), 17-22.

Prepared by a committee assembled by the United States Office of Education, the report gives practical suggestions for the assistance of schools in handling physical education with limited teaching personnel. Available as a free reprint.

322. *Physical Fitness through Health Education for the Victory Corps*. United States Office of Education, Victory Corps Series, Pamphlet No. 3, 1943. Pp. 98.

<sup>1</sup> See also Item 600 (Bell) in the list of selected references appearing in the November, 1943, number of the *Elementary School Journal*.

Intended as an aid to schools in improving health programs with special reference to High School Victory Corps programs.

323. "Physical Performance Levels for High-School Girls," *Education for Victory*, II (October 15, 1943), 3.  
Description of physical-fitness tests and scales for high-school girls prepared for use in connection with the Victory Corps Physical Fitness Program. Available as a free reprint.
324. *Physical Training*. W.A.C. Field Manual FM 35-20. Washington: Government Printing Office, 1943.  
A cleverly and profusely illustrated field manual which will interest all who wish to know how the Army develops the physical fitness of its women members.
325. *Recreation in War Time*. Office of Civilian Defense, with co-operation of the Office of Defense Health and Welfare Services. OCD Publication 3624. Washington: Government Printing Office, 1943. Pp. vi+16.  
Practical suggestions on organizing the community for promotion of recreation, with typical activities sponsored by recreation committees.
326. ROWNTREE, COLONEL LEONARD G. "Education, Health, and Physical Fitness," *Journal of Health and Physical Education*, XIV (September, 1943), 370-72, 388-91.  
Important data on causes of rejection of selectees which indicate the major importance of school programs in health and physical education.
327. SILVER, FERN. *Nutrition*. New York: D. Appleton-Century Co., Inc., 1941, 1942. Pp. x+168.  
An interesting treatment of information on nutrition for the use of high-school pupils.
328. *The United States Junior Citizens Service Corps*. Issued by the U.S. Office of Civilian Defense in co-operation with Children's Bureau, U.S. Office of Education, Extension Service, U.S. Department of Agriculture, and Federal Security Agency. OCD Publication 3623. Washington: Government Printing Office. Pp. 20.  
Tells what the Junior Citizens Service Corps is, describes its relationship to the High School Victory Corps and its place of organization, and gives suggestions for service.

# Educational Writings

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## REVIEWS AND BOOK NOTES

### PSYCHOLOGY AT THE HIGH-SCHOOL LEVEL.

—The American Youth Commission, in its report on *What the High Schools Ought To Teach*, recommended that the reorganization of the secondary-school curriculum include the teaching of psychology. In a new textbook<sup>1</sup> proposing to meet this recommendation, the authors have produced a volume that should appeal strongly to teachers who are looking for a satisfactory book in psychology for high-school pupils.

The book defines psychology as "the science that is concerned with the study of behavior and of the factors in an individual's make-up that have a share in influencing his behavior" (p. 3). In defining the scope of their publication, the authors state:

This is a book about people in general; it should help you to understand them. It is a book about you in particular; it should help you to understand yourself. If you read it and find it interesting and useful in these ways, it will have served the purpose for which it was written [p. 16].

The book is simply written, not being heavily loaded with technical language, and it contains many excellent pictures, graphs, and diagrams that aid in clear understanding of the text. The reader is struck by the contemporary nature of these visual aids, which include the illustrations of a Navy convoy, airplane maneuvers, vest-pocket rations for paratroopers, camouflage, and a Seeing-Eye dog. Many illustrations have been taken from familiar secondary-school activities. In the discussion of the relation of heredity and environment to personal de-

velopment, reference is made to a wide variety of individuals who have achieved prominence, including General Douglas MacArthur, Adolf Hitler, Harold Bauer, Clara Barton, George Washington Carver, and Johann Sebastian Bach. Largely by means of practice with exercises of a psychological nature, the student is introduced to some of the techniques for deriving psychological data, such as case histories, experimentation, standardized mental tests, and introspection.

In physical appearance this book is attractive, and the page arrangement is of a nature to assist the reader in his comprehension of the text. The main headings are printed in boldface type, and important words and phrases are italicized. Often statements of a related series are numbered. Many paragraph headings appear in the form of questions designed to catch the reader's attention, such as the following:

Is there any one set of rules for acquiring skill?  
What do we remember?  
What makes us forget?  
Thrill hunting—is it good?  
Needless fears—how do they develop?  
Are there "superior" and "inferior" races?

At the end of each chapter there is an excellent summary of the content just covered, which is followed by a large number of exercises to direct the thinking of the students to the material contained in the chapter and also to serve as a check on their own mental processes. Throughout the book there are practical suggestions to the student, designed to improve his mental activity. As an illustration, in the chapter on "Memorizing" the authors show that "spaced" learning is better than "cramming" and then

<sup>1</sup> Robert S. Woodworth and Mary R. Sheehan, *First Course in Psychology*. New York: Henry Holt & Co., 1944. Pp. x+446. \$1.80.

state: "Do you doubt this? Then try the experiment suggested at the end of the chapter to test the truth of the statement" (p. 81).

There are no chapter bibliographies, but near the close of the book an extended list of "Books on Careers" is given, the up-to-date character of which may be seen from the fact that only one title bears a copyright date as old as 1936. A complete glossary of psychological terms used in the book is given. The volume is well indexed.

In view of the present widespread interest in the occult, the last two chapters, "Psychology That Is Not Psychology" and "Mysteries of the Mind," should prove very valuable. These chapters contain pertinent discussions of astrology, clairvoyance, graphology, dreams, and hypnosis, presented clearly from a scientific, psychological point of view.

This textbook is designed for a year course, but in the Preface the authors suggest a selection of portions that will be most helpful if used for a one-semester course. Pupils and teachers will find this publication an excellent introductory textbook in psychology for the secondary-school level.

LESLIE QUANT

*State Teachers College  
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A STATE SURVEY OF THE TEACHING OF FOREIGN LANGUAGE.—The results of a comprehensive survey of language-teaching in the public schools of Wisconsin for the year 1941-42 are now available in a seventy-eight-page pamphlet.<sup>1</sup> Although the pamphlet is a condensed report of extensive research and "states mainly findings and conclusions, without citing at length the treatment of data" (p. 5), it is a storehouse of valuable information relating to the foreign-language situation. Credit for conducting the survey

<sup>1</sup> Frank J. Klier, *Language Teaching in Wisconsin Public High Schools, 1941-1942*. Madison, Wisconsin: John Callahan, State Superintendent. Pp. 78.

goes to Frank J. Klier, of the Wisconsin High School, who enjoyed the wholehearted cooperation of the State Department of Public Instruction and of the University of Wisconsin. The completeness of the study is attested by the fact that the "comprehensive questionnaire sent to all teachers of foreign languages in the public high schools of Wisconsin" was "answered by 100 per cent of these teachers" (p. 5). All who have had experience with questionnaires will agree that such a response is phenomenal.

The findings and conclusions of the study are presented in nine chapters covering such topics as enrolments in languages; the attitudes of parents and pupils toward language study; the preparation, teaching load, tenure, and salaries of language teachers; and objectives, teaching aids, and methods. The study is well documented, and the references used are compiled in an appendix. Tables show enrolments and percentages, by grades and by size of school, for Latin, German, Spanish, French, Polish, and Italian.

The need for such studies in all states is apparent; for not only has the war greatly increased our interest in other lands and peoples but it also portends a cataclysmic upheaval in the post-war curriculum. Wisconsin, as a result of this comprehensive study of its resources in foreign-language instruction, will be better prepared than most states to offer its young people a type of education that will be conducive to the preservation of lasting peace. Since the preservation of peace involves a knowledge of the language, literature, and ideals of those peoples with whom we exchange ideas, the study of at least one modern foreign language—and especially the study by a considerable number of that language which is the foundation and common bond of Western civilization—would appear to be one of the musts in our future educational program. John Callahan, the state superintendent of public instruction in Wisconsin, says in a letter to the reviewer:

This language study is the first complete survey of its kind in Wisconsin. Aside from filling

a need in curricular information, the booklet is very timely, for languages are expected to assume an increasingly important role in the post-war world. The intensive language-training program now conducted for military personnel at many institutions in the United States does more than demonstrate the global character of the conflict. It shows the need for a much firmer foundation and knowledge of foreign tongues and thought to the effect that America may intelligently play her proper role in the shaping of the peacetime world.

Granted that Mr. Callahan has correctly interpreted our future educational needs (and there are few serious-minded educators today who would disagree with his point of view, and only a few surviving pre-Pearl-Harbor-ites who would go so far as to advise elimination of foreign languages from the high-school curriculum), citizens in other states will find in the Wisconsin study much that is helpful in their own situations. Not only does it provide valuable course material for prospective teachers, but it is equally useful for superintendents, teachers in service, and social workers. Chapter iii, which analyzes the attitudes of parents and pupils toward high-school language programs and reports teacher judgments of trends, should be especially interesting to those who do not regard trends and needs as synonymous. The pamphlet states:

The totality of language teachers believed the trends in language enrolments to be the result of four causes: (1) considerations of higher education, 15 per cent; (2) influence of the home, community, and school, 33 per cent; (3) inclination toward the subject, 19 per cent; and (4) influence of other languages, 33 per cent [p. 29].

Those who believe that our pre-war provincialism will have no place in the post-war world and the pre-war utilitarians who have seen science employed for destructive purposes will read with open minds the chapter on the "Importance of Languages in War and in Peace." Rare, indeed, are those statistical studies which lead to deductions favorable to the promotion of language-study. Having

concluded that language is the basis in the field of human relations, the study closes with a statement of a truth which we never should have forgotten in the first place:

Thus the humanities are the subjects which leading thinkers everywhere are now emphasizing as the influences which must guide science into constructive and beneficial channels. They are the subjects which must make and keep mankind "human." As the custodians of mankind's beliefs, dreams, hopes, and aspirations, the humanities—and chiefly languages—must not only be revived and kept alive, but our faith in them must be clarified and strengthened [p. 69].

FRED S. DUNHAM

*University of Michigan*

#### UNDERSTANDING THE AMERICAN LAND.—

It is not unusual to hear the notion advanced that a course in American social problems might well begin with a careful study of the nation's land and people. The writer has often been intrigued by the possibilities of such an arrangement, for it seems to have much to commend it. The difficulty of finding suitable materials conveniently collected for students is, of course, a great obstacle. If teachers could obtain a few books like that written by Van Dersal,<sup>1</sup> the situation would not be so discouraging.

*The American Land* has little in common with textbooks frequently used today. It is short, containing only 204 pages of text, each of which is thoroughly readable. There are no questions for discussion, suggested activities, or bibliographies for additional reading at the ends of the chapters. There are no previews, no summaries. Nor is there a stereotyped organization by units, complete with objectives. The informal style is natural rather than forced. When the word "you" appears in the text, the reader feels that the author might well be talking to him, not to that impersonal "you" to whom many conventional textbooks are addressed

<sup>1</sup> William R. Van Dersal, *The American Land: Its History and Its Uses*. New York: Oxford University Press, 1943. Pp. xvi+216. \$3.75.



in a well-meant attempt to excite the student's interest.

In fact, this volume nowhere pretends to be a textbook. It is, instead, "a simple story about American land and how it is used" (p. vii). The author expresses a hope that others may be helped to understand what they see on the face of the land. Because Van Dersal succeeds so admirably in his purpose and because his book is so unlike typical textbooks, the present writer is disposed to regard it as a volume which should prove exceptionally useful to high-school pupils.

The treatment is less a history of the land than an account of its many uses. Chapter I deals with the land prior to the coming of the white man, while the second chapter quickly surveys the broad uses to which the land is put today. In succeeding chapters the author tells his story in terms of the various crops raised, such as cereal grasses, grains, corn, cotton, sugar, fruits, berries, vegetables, legumes, and tobacco. Other chapters are devoted to "Land for Livestock," "Forests and Woodlands," and "Land for Wildlife and Recreation." Chapters on "Erosion" and "The New Land Pattern" conclude the story.

The author, in discussing various crops, follows consistently a pattern which permits brief inquiries into the origin and history of the crop in question as well as problems arising in its cultivation. The reader will find much information and many stimulating ideas. The lists of articles coming from the various crops and from the forests will surely contribute to a better understanding of the importance of agriculture and forestry in our national life. The generalization that "without the basic foodstuff supplied by the cereals, really great civilizations could not exist" (p. 31) can lead to interesting speculation. Many readers will be surprised to learn that "the Indians still hold most of the records" for corn production (p. 47) and that Georgia "usually has twice as much land in corn" as in cotton (p. 54). The observations on the condition of the great western range emphasize an aspect of the problem of land

use which rarely gets adequate attention. The chapter on erosion provides for students one of the most useful summaries of this process that has come to the attention of the present writer. Throughout his discussion, and particularly in his final chapter, Van Dersal makes clear the importance of pursuing a more rational policy with reference to land use.

In the Preface the comment is made: "Anywhere in the world the face of the land faithfully reflects the culture of the people who live upon it" (p. vii). The reader may be somewhat disappointed not to find this idea developed more fully in subsequent pages. An excellent background for such a discussion having been laid, it is regrettable that the author has not made more frequent references to the social, cultural, and economic implications of present practices in land use for individuals who live upon the land as well as for the nation at large.

KENNETH J. REHAGE

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A SIGNIFICANT REVISION OF TEXTBOOKS IN LITERATURE.—War should not cause any relaxation in efforts to induce high-school pupils to acquaint themselves with the best current writers. Rather should it encourage wider reading, especially reading of writers who, during such crises, are able to produce material appealing to fundamental characteristics of the human race. Two revisions,<sup>1</sup> one of American and one of English literature, have recently been added to the Life-Reading Service, each volume of which contributes material of this nature from more than a dozen present-day writers not included in the earlier books.

Revision of textbooks does not always result in making them of more value than were

<sup>1</sup> Dudley Miles and Robert C. Pooley, *Literature and Life in America*, pp. xviii+726, \$2.12; *Literature and Life in England*, pp. xviii+822, \$2.32. Life-Reading Service. Chicago: Scott, Foresman & Co., 1943 (revised).

the original publications. In the case of these books, however, two of the three original authors made revisions which sacrifice very little of the content and none of the organization of the two older volumes. Rather does the authors' purpose seem to have been the substitution of later and more adaptable material for older and less useful material by the same writers and the addition of expressive material by later writers not included in the earlier volumes. Thus each book is somewhat longer; for, exclusive of the work of writers of the twentieth century (for whom in some cases later material or material considered better adapted was substituted), few omissions have been made.

Each volume reflects the current trend toward emphasis on writers of the present age. More than a third of the 726 pages in the volume on American literature and practically a fourth of the 822 pages on English literature are devoted to twentieth-century writers. In the former, selections from such writers as the following have been added: Norman Corwin and William L. Shirer, of radio fame; Thomas Wolfe and Pearl Buck, novelists; Bellamy Partridge, humorist; Robert Nathan, Sara Henderson Hay, and Alice Duer Miller, poets; Robert Sherwood, dramatist; Jesse Stuart, southern poet; Esther Forbes, historian; Donald Culross Peattie, naturalist; Kay Boyle and Eudora Welty, short-story writers.

Revision of the book in English literature includes work of the following writers not mentioned in the older volume: Humbert Wolfe, Louis MacNeice, R. C. Trevelyan, Jan Struther, W. H. Auden, and "Sagittarius," poets; Noel Coward, playwright; Philip Guedalla, historian; E. V. Lucas and "Bartimeus," essayists; C. S. Forester and A. J. Cronin, fiction writers. Finally, some of the inspired war utterances of Winston Churchill are included.

The reviewer has yet to find any other textbooks in the field of literature giving as thorough attention to the needs and interests of high-school pupils. In addition to a thorough acquaintance with their interests,

as is shown by the selections of literature included, the following features will make these books stand out in the minds of both teacher and pupils: (1) a preface which gives the teacher the necessary viewpoints to keep in mind, particularly during these wartimes; (2) an "Introduction for Students" which, without fanfare, should cause the majority to read literature with renewed zeal; (3) a preview at the beginning of each chapter, giving not only a viewpoint on the *historical* setting of the material to be studied but also a list of questions which, kept in mind while reading the chapter, will contribute greatly toward the understanding of the material; (4) explanatory material preceding each selection; (5) notes at the bottom of the page on words or expressions that the pupil may not know; (6) at the end of each selection, questions for class discussion and activities for pupils further interested; (7) a list of additional readings of a similar nature; (8) a review at the end of each part (of which there are four in the American and six in the English volume) to give the pupil a connected idea of his readings; (9) a chronological table at the end of each part as an aid to the reader in keeping the time sequence in mind; (10) a short table to help the pupil connect important facts of history with the selections; (11) a final review of the entire book; and (12) at the end of each volume, an "Index of Special Terms," an "Index of Types of Literature," a "Pronunciation List," a "General Index," and a map of the nation of which the literature is representative.

The purpose of the authors, which seems to be to give readers an understandable taste of the best literature of the two nations, is illustrated by the types of some of the selections. A chapter on "Oral Literature" in the volume of American literature contains selections from Indian folklore, American ballads, cowboy songs, lumberjack tales, work songs, and Negro spirituals. In the volume on English literature, chapter ii, dealing with Chaucer's *Canterbury Tales*, gives both the original and a translation in

modern English verse, and a table appearing at the end of the selections from the Middle Ages gives a comparison of the original with a literal translation and thus shows the changes which have taken place in our language.

One is impressed, by simply glancing through these volumes, not only with the authors' understanding of what constitutes good literature but, more important still,

with their knowledge of that which has interest for the pupil of high-school age. With the co-operation of the publishers, they have succeeded in dressing the literature in a manner that should give it even greater appeal.

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### CURRENT PUBLICATIONS RECEIVED

#### METHOD, HISTORY, THEORY, AND PRACTICE

*American History in Schools and Colleges.*

The Report of the Committee on American History in Schools and Colleges of the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies, Edgar B. Wesley, Director of the Committee. New York: Macmillan Co., 1944. Pp. xiv+148.

*Dictionary of Sociology.* Edited by Henry Pratt Fairchild. New York: Philosophical Library, Inc., 1944. Pp. 342. \$6.00.

*The Education of Teachers: Outcomes of the Michigan Cooperative Teacher Education Study.* Edited by David M. Trout. Lansing, Michigan: Michigan Cooperative Teacher Education Study, 1943. (Distributed by the Hillsdale School Supply Co., Hillsdale, Michigan.) Pp. x+200. \$1.50.

HOLLINGWORTH, HARRY L. *Leta Stetter Hollingworth: A Biography.* Lincoln, Nebraska: University of Nebraska Press, 1943. Pp. 204.

IRWIN, LESLIE W. *The Curriculum in Health and Physical Education.* St. Louis, Missouri: C. V. Mosby Co., 1944. Pp. 392. \$3.50.

MURDOCH, J. H. *The High Schools of New Zealand: A Critical Survey.* Educational

Research Series, No. 19. Wellington, New Zealand: New Zealand Council for Educational Research. Pp. xviii+464.

MERIAM, JUNIUS L. *Activities, Projects, Units of Work Cataloged for 1932-1939.* University of California Publications in Education, Vol. X. Berkeley, California: University of California Press, 1943. Pp. viii+270. \$1.50.

ULRICH, LOUIS E., SR. *Streamlining Arithmetic.* Chicago: Lyons & Carnahan, 1943. Pp. xiv+318.

#### BOOKS FOR HIGH-SCHOOL TEACHERS AND PUPILS

BOYD, MARY E. *Preparing To Serve in Your Rural Community.* Gainesville, Florida: University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, University of Florida, 1943. Pp. 80.

CRAMPTON, C. WARD, M.D., with the editorial assistance of KEN LITTLEFIELD. *Fighting Fitness: A Premilitary Training Guide.* New York: Whittlesey House, McGraw-Hill Book Co., Inc., 1944. Pp. x+252. \$2.00.

GREITZER, SAMUEL L. *Elementary Topography and Map Reading.* New York: McGraw-Hill Book Co., Inc., 1944. Pp. viii+158. \$1.60.

LOFTEN, EMMA LEE. *Insects Beware! Here*

*Comes the Jones Family.* Gainesville, Florida: University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, University of Florida, 1943. Pp. 69.

PATTON, DAVID H. *Progressive Word Mastery: Common Words for Secondary Schools.* New York: Charles E. Merrill Co., Inc., 1943. Pp. 128.

RODGERS, IRMA OWENS. *Wake Up and Do!* Gainesville, Florida: University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, University of Florida, 1943. Pp. vi+50.

SHIELDS, BERT A. *Principles of Air Navigation.* New York: McGraw-Hill Book Co., Inc., 1943. Pp. viii+452. \$2.20.

SICKELS, DOROTHY JUDD. *Riding the Air.* New York: American Book Co., 1943. Pp. 144. \$0.84.

Unit Studies in American Problems: *Latin America and the World Struggle for Freedom.* Prepared by Ryland W. Crary for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools. Boston: Ginn & Co., 1943. Pp. viii+120. \$0.68.

WOODWORTH, ROBERT S., and SHEEHAN, MARY R. *First Course in Psychology.* New York: Henry Holt & Co., 1944. Pp. x+446. \$1.80.

#### PUBLICATIONS IN PAMPHLET FORM

*Association for Childhood Education 1943 Yearbook.* Washington: Association for Childhood Education, 1943. Pp. 68.

*A Bibliography of Books for Young Children: 1942-1943 Supplement.* Compiled by May Hill Arbutnot, Agnes Snyder, LuVerne C. Walker, and Herbert S. Zim. Washington: Association for Childhood Education, 1943. Pp. 20. \$0.20.

CHEYDLEUR, FREDERIC D. *Placement Tests in Foreign Languages at the University of Wisconsin: A Forward Step in Education, 1930-1943.* Bulletin of the University of

Wisconsin, Serial No. 2686, General Series No. 2470. Madison, Wisconsin: Bureau of Guidance and Records, University of Wisconsin, 1943. Pp. 40.

*Child Welfare Handbook: A Guide to Health and Social Services.* Edited by Beatrice S. Stone. Boston: Massachusetts Child Council, Inc. (41 Mount Vernon Street), 1943. Pp. x+58. \$0.25.

*Curriculum Development in the Social Studies, Kgn.-9B: Progress Report.* Curriculum Bulletin No. 5, 1942-3. Brooklyn, New York: Board of Education of the City of New York. Pp. 120.

"Folk Literature Reflecting the Unity of Races: A Bibliography." Prepared by Robert Ethel Phillips. Los Angeles County Schools Monograph E-30. Los Angeles, California: Office of the County Superintendent of Schools, 1943. Pp. 10 (mimeographed).

*Four- and Five-Year-Olds at School.* Bulletin of the Association for Childhood Education. Washington: Association for Childhood Education, 1943. Pp. 28. \$0.35.

HAIGHT, SYLVIA, and HAIGHT, REX. *The Hill County Plan for the Use of Elementary Extension Education.* Helena, Montana: State Department of Public Instruction, 1943. Pp. 100. \$0.50.

LASSALLE, EDMUNDO. "Argentina." Higher Education in Latin America, Vol. I. Washington: Division of Intellectual Cooperation, Pan American Union. Pp. 118 (mimeographed). \$0.50.

*Mental Hygiene and Health Education.* Review of Educational Research, Vol. XIII, No. 5. Washington: American Educational Research Association, 1943. Pp. 411-530. \$1.00.

OFFICE OF CIVILIAN DEFENSE. OCD Publication 3624, *Recreation in War Time: A Manual for Recreation Committees of Local Defense Councils* (Published with the co-operation of the Office of Defense Health and Welfare Services), pp. vi+16; OCD Publication 3626, *Civilian War Services: An Operating Guide for Local De-*

- fense Councils*, pp. vi+40, \$0.10; OCD Publication 3627, *Health Service in War Time: A Manual for Health and Medical Committees of Local Defense Councils* (Published with the co-operation of the U.S. Public Health Service, the Federal Security Agency, and the Children's Bureau of the Department of Labor), pp. 16, \$0.05; OCD Publication 3630, *The Neighborhood in Action*, pp. 32, \$0.10. Washington: Government Printing Office, 1943.
- Proceedings of the Twentieth Annual Educational Conference and the Ninth Annual Meeting of the Kentucky Association of Colleges and Secondary Schools, University of Kentucky*. Bulletin of the Bureau of School Service, Vol. XVI, No. 2. Lexington, Kentucky: College of Education, University of Kentucky, 1943. Pp. 156. \$0.50.
- School Lunch Recipes*. Prepared by Bureau of Human Nutrition and Home Economics, Agricultural Research Adminis-
- tration. U.S. Department of Agriculture Miscellaneous Publication No. 537. Washington: Government Printing Office, 1943. Pp. 48. \$0.10.
- Social Studies for Children*. Bulletin of the Association for Childhood Education. Washington: Association for Childhood Education, 1944. Pp. 32. \$0.35.
- Teachers' Salaries and the Public Welfare*. Research Bulletin of the National Education Association, Vol. XXI, No. 4. Washington: Research Division of the National Education Association, 1943. Pp. 91-120. \$0.25.
- "Toys Children Like." Bulletin of the Association for Childhood Education. Washington: Association for Childhood Education. Pp. 22 (mimeographed). \$0.20.
- UNITED STATES OFFICE OF EDUCATION:
- School Children and the War Series: Leaflet No. 8, 1943—*Juvenile Delinquency and the Schools in Wartime*. Pp. 26. \$0.10.



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